

**SOUTHERN ILLINOIS UNIVERSITY  
EDWARDSVILLE  
PSYC 320 – Introduction to Industrial/Organizational Psychology  
Course Syllabus – Summer 2025**

**COURSE INFORMATION**

Course Number:	PSYC 320
Credit Hours:	3 credit hours
Class Meeting Dates:	6/2/24-7/5/24
Class Meeting Times:	Online Asynchronous on Blackboard
Instructor:	Marie Childers, Ph.D
Office Hours:	by appointment
Office Location:	<a href="#">Zoom</a>
E-mail:	<a href="mailto:marichi@siue.edu">marichi@siue.edu</a>
Prerequisites:	Undergraduate level PSYC 111
Required Textbook:	<i>Work in the 21<sup>st</sup> Century: An Introduction to Industrial and Organizational Psychology</i> (6 <sup>th</sup> Edition) by Landy and Conte (2018)

**COURSE DESCRIPTION**

Industrial/organizational (I/O) psychology is the scientific study of the workplace. Psychological knowledge and methodology are used to study relevant business issues including but not limited to employee and organizational assessment, selection, training, performance, development, behavior, satisfaction, leadership, and work-life balance. I/O psychology utilizes scientific rigor to maximize the economic and psychological well-being of employees and their organizations. This course combines lecture and hands-on experiences to gain a sophisticated understanding of the theories and research that guide I/O practice, and practical knowledge of how I/O activities are conducted. This course concentrates heavily on the science and practice of I/O for human resource activities, but some time will be devoted to issues of organizational psychology.

**COURSE LEARNING OUTCOMES**

*When you have completed this course, you should be able to do the following:*

1. Identify the type of work performed by I/O psychologists.
2. Interpret foundational knowledge on major theories, principles, and practices of I/O psychology.
3. Utilize the principles of I/O psychology to understand your experiences in various types of organizations.
4. Critically assess the social, legal, and ethical contexts for all staffing decisions, including those related to recruitment, selection, performance management, and training and development.

5. Apply knowledge on stress management, employee well-being, work/family conflict, and environmental influences on workplace psychological health.
6. Demonstrate improvement of critical thinking skills.
7. Effectively communicate your ideas using peer-reviewed evidence from academic and professional publications.

### RECOMMENDED TEXTBOOK

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Landy, F. J., & Conte, J. M. (2018). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology* (6th Ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

Undergraduate students can rent textbooks from SIUE. Please visit the Textbook Services website for more information. Look for this option: “*Off-Campus Classes have special instructions, click here for these.*” Note that it may take up to 2 weeks to ship the textbook to your address.

### REQUIRED TECHNOLOGY

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Students in an online course need access to:

- A computer with internet access and an updated internet browser, [\\_](#)
- Their SIUE e-mail and Blackboard accounts,
- [Microsoft Office 365 \(Word and PowerPoint\)](#), and
- [Zoom video conferencing technology](#).

Students in an online course should be able to:

- Use a word processor to compose assignments and communicate with others in class,
- Attach files to emails or course areas, and
- Navigate websites and course materials.

### POINT SYSTEM FOR LEARNING ASSIGNMENTS

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Your final letter grade will be determined by the following assignments.

Learning Assignments	Course Outcomes	Points	% of Final Grade
1. Class Discussions (8 @ 20 points each)	1-7	160	34.3
2. Pre/post quiz (2 @ 10 points each)	1-7	20	5.7
3. Quizzes (14 @ 10 points each)	1-7	140	17.1
4. Project	1-7	150	42.9
<i>4a. Part 1</i>	<i>1-7</i>	<i>50</i>	<i>14.3</i>

<i>4b. Part 2</i>	<i>1-7</i>	<i>50</i>	<i>14.3</i>
<i>4c. Part 3</i>	<i>1-7</i>	<i>50</i>	<i>14.3</i>
<b>TOTAL POINTS</b>		<b>470</b>	<b>100</b>

## OVERVIEW OF LEARNING ASSIGNMENTS

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### Discussions

Throughout this 5-week course, you will participate in online class discussions. There are a total of 8 in this course (160 points). These discussions require you to incorporate course content, think critically about the content, and consider alternative viewpoints and explanations. They will also help you stay connected to your peers and the instructor in an asynchronous course like this one. For each discussion you choose, post your initial response **by Thursday of the week they are assigned** and comment on at least two of your classmates' posts before 11:59 PM CST on the due date listed in the Course Calendar (**Sunday of the week they are assigned**). The initial post should demonstrate your understanding of essential concepts and your ability to apply them correctly to real-life experiences. Your peer comments and replies should demonstrate your group facilitation skills.

### Quizzes

After reading each of the assigned chapters and reviewing the lecture material, you will take a quiz to assess your understanding of the material. There are a total of 14 quizzes in this course; (140 points). Each quiz contains 10 multiple-choice and true/false questions. You will have 30 minutes to complete each quiz, and you must complete the quiz once you start it. Questions will be presented all at once, and you will be able to review all your answers before you submit them. After the timer ends, your answers will be submitted automatically. Complete each quiz before 11:59 PM CST on the due date listed in the Course Calendar; **late quizzes will not be accepted**. Note that after the due date passes, you will lose access to the quizzes.

### Project

This project requires you to apply your newly formed knowledge of I/O psychology by analyzing a fictitious organization, identifying the underlying problem in the organization, and designing a fictitious training program. You will independently complete this project in the 3 parts listed below and submit a brief APA-style report at the end of this course. Each part provides an opportunity for you to gain knowledge and develop skills that are relevant to the work of an I/O psychologist, including problem identification and analysis, review of the literature, and evaluation. For detailed instructions about this project, see the instructions below.

- Part 1 will involve describing an organization and clearly defining a problem within the organization. Due at the end of Week 2.

- Part 2 will consist of your researching the problem and how it has been examined and addressed in the past. Due at the end of Week 4.
- Part 3 will focus on the design of a half-day training program intended to correct the problem, informed by your review of the literature, and the evaluation of your training program's effectiveness. Due at the end of Week 5.

## GRADING DISTRIBUTION

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Grade		%	Points	Description
A	=	90—100	360.0-400.0	Excellent
B	=	80—89	320.0—359.9	Good
C	=	70—79	280.0—319.9	Satisfactory
D	=	60—69	240.0—279.9	Poor
F	=	0—59	0—239.9	Failure

## COURSE EXPECTATIONS

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- **Invest** an adequate amount of time. According to the university, you should spend 2 hours *outside* of class for every 1 hour *in* class (<http://www.siu.edu/policies/li4.shtml>).
- **To stay on schedule**, work through each weeks assignments as soon as they are assigned, not when they are due.
- **Check** your university e-mail and Blackboard several times each week. Look for new announcements and feedback on your assignments.
- **Be authentic** and submit your own work. If you reference external sources, cite them using the guidelines published by the American Psychological Association (APA) and provide a list of references at the end of your response, report, or post.
- **Contact me** if you have any questions. You can e-mail me, visit me during my office hours via Zoom, or message me through the “Course Questions” discussion board.
- **Contact** [help@siue.edu](mailto:help@siue.edu) with your questions related to Blackboard and other technical difficulties. If technical problems prevent you from accessing course materials or submitting assignments, let your instructor know.

## EXPECTATIONS FOR ONLINE BEHAVIOR

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- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively. Do not use all caps or multiple punctuation marks (!!!, ???, etc.). Be sure to define or explain acronyms, jargon, or uncommon terms so everyone can understand and participate in the discussion.

- **Foster** community. Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be positive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Focus** on the topic. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

## GRADING POLICIES

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To complete the course assessments, follow the policies outlined below.

- Grades will not be curved or rounded. You begin the course with zero points and earn every point to reach your goal.
- Submit all assignments on Blackboard. The instructor cannot accept assignments submitted through email.
- Submit your assignments before 11:59 PM CST on the due date listed in the syllabus calendar.
  - For an assignment submitted after the due date (excluding quizzes, which cannot be submitted late), you will forfeit 10% of the total possible points *each* day the assignment is late.
  - Under no circumstances will late assignments be accepted after the course ends.
- Adhere to SIUE's Student Code of Conduct as outlined at <https://www.siu.edu/policies/3c1.shtml>.
- Submissions that contain plagiarized material will receive a zero, and those that include an abundance of spelling and grammatical errors will be graded down.

## COURSE CONTENT AND CALENDAR

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In this 5-week course, you will cover 16 weeks of material. I've assigned the work to be completed Monday through Friday for a total of 25 days.

To help you stay on track, I divided the content into 5 folders, one for each of the 5 weeks. To provide some flexibility, I assigned the learning tasks at least 24 hours before they are due. Most assignments are due on a Thursday or a Sunday.

**I strongly recommend that you complete the learning tasks on the day they are assigned.** This will help you stay on track and ensure you complete all the necessary assignments.

The table below includes a tentative course schedule. The instructor reserves the right to alter it to improve the quality of learning or to accommodate unforeseen events. The instructor will announce any changes to the calendar via e-mail and Blackboard announcements.

**PLEASE NOTE: Initial posts on discussion boards are due Thursdays the week they are assigned. Peer responses and all other assignments are due on Sunday. All assignments are due at 11:59 pm CST.**

Week	Topic	Assignments	Due dates
1	Overview of I/O Psychology	Review "About This Course" Page	8-June
		Review "Part 1 of the Project" Instructions	
		Read Chapter 1	
		Review Lecture 1 Slides	
		Watch Lecture 1 Videos	
		Submit Pre-quiz* - DUE June 4	
		Submit Quiz 1*	
		Post & Comment on Discussion Board 1*	
	Methods and Statistics	Read Chapter 2	8-June
		Review Lecture 2 Slides	
		Watch Lecture 2 Videos	
		Submit Quiz 2*2	
		Post & Comment on Discussion Board 2*	
	Individual Differences and Assessment	Read Chapter 3	8-June
		Review Lecture 3 Slides	
		Watch Lecture 3 Videos	
		Submit Quiz 3*	
2	Job Analysis and Job Performance	Read Chapter 4	15-Jun
		Review Lecture 4 Slides	
		Watch Lecture 4 Videos	
		Submit Quiz 4*	
	Performance Measurement	Read Chapter 5	15-Jun
		Review Lecture 5 Slides	
		Watch Lecture 5 Videos	
		Submit Quiz 5*	
		Post & Comment on Discussion Board 3*	
	Project Part 1	Review Project details	15-Jun
		Submit Part 1 of Project*	
3	Staffing	Read Chapter 6	22-Jun
		Review Lecture 6 Slides	
		Watch Lecture 6 Videos	
		Submit Quiz 6*	

		Post & Comment on Discussion Board 4*	
	Training and Development	Read Chapter 7	22-Jun
		Review Lecture 7 Slides	
		Watch Lecture 7 Videos	
		Submit Quiz 7*	
	Motivation	Read Chapter 8	22-Jun
		Review Lecture 8 Slides	
		Watch Lecture 8 Videos	
		Submit Quiz 8*	
4	Work Attitudes and Emotions	Read Chapter 9	29-Jun
		Review Lecture 9 Slides	
		Watch Lecture 9 Videos	
		Submit Quiz 9*	
		Post & Comment on Discussion Board 5*	
	Job Stress	Read Chapter 10	29-Jun
		Review Lecture 10 Slides	
		Watch Lecture 10 Videos	
		Submit Quiz 10*	
		Post & Comment on Discussion Board 6*	
	Workplace Diversity	Read Chapter 11	29-Jun
		Review Lecture 11 Slides	
		Watch Lecture 11 Videos	
		Submit Quiz 11*	
		Submit Part 2 of Project*	
5	Teams	Read Chapter 13	6-Jul
		Read the assigned journal article	
		Review Lecture 12 Slides	
		Watch Lecture 12 Videos	
		Submit Quiz 12*	
		Post and comment on Discussion Board 7*	
	Leadership	Read Chapter 12	6-Jul
		Review Lecture 13 Slides	
		Watch Lecture 13 Videos	
		Submit Quiz 13*	
		Post and comment on Discussion Board 8*	
	Organizations	Read Chapter 14	6-Jul
		Review Lecture 14 Slides	
		Watch Lecture 14 Videos	
		Submit Quiz 14*	

		Submit Part 3 of Project*	
		Submit Course Reflection Paper*	

\* All assignments must be submitted by 11:59 PM CST on the due date.

### **Dr. Childers' Policy on Generative AI (GenAI)**

Use of an AI Generator such as ChatGPT, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own.

Written communication and critically analyzing research are important skills that you will be developing in this class. The use of GenAI on assignments in this class will limit your learning and inhibit your ability to develop critical thinking skills. **You are doing yourself a disservice by relying on GenAI to complete assignments.**

To help make decision on when and where you should use different online resources, use the guide below. This is not an exhaustive list, if you are not sure if something is permissible, ask me! You will never be penalized for asking if something is permissible, *before doing it*.

#### **What you CAN do for this class:**

- Use software like Word or Grammarly to correct misspellings, punctuations, and minor grammar errors
- Use GenAI to provide explanations or walkthroughs of SPSS functions and Qualtrics
- Use GenAI to help with worksheets not submitted for a grade (be cautious with this as if you cannot complete worksheets without AI you probably won't be able to complete similar problems on exams/quizzes)

#### **What you CANNOT do:**

- Use GenAI to write submitted material for you, including but not limited to article summaries, rough and final drafts, and posters
- Use GenAI to answer any exam or quiz questions for you, whether they are multiple choice, short answer, matching, true/false, etc.
- Use GenAI to write study materials including survey items, recruitment materials, consent forms, etc.

#### **The gray area:**

These are situations where you *could be* misusing GenAI. In these cases, check with me!

- Grammar software changing words or sentences (e.g., Grammarly)
- Brainstorming, reviewing, editing, or giving suggestions on things that might end up in a submitted assignment

#### **If inappropriate GenAI use is suspected**

If I suspect a student used AI in submitted assignments, I will follow these steps for assessing the situation and coming to a resolution.

1. The assignment will be reviewed fully by myself and if I believe that student likely used GenAI, I will meet with student to show why I suspect GenAI and allow them to provide evidence that their work is original.
2. If I still suspect GenAI use, I will anonymize the assignment and send to two other faculty members for review
  - a. If non-consensus, the student will not face any consequences, but I will again let them



know why I suspected so they are aware for the future.

- b. If there is unanimous agreement on use of AI, student will face the following consequences for each subsequent violation
  - i. First offense: student receives a 0 on the assignment with the option to resubmit with their own original work, if resubmitted with original work, will be graded as normal
  - ii. Second offense: Student receives a 0 on assignment and is reported to the university
  - iii. Third offense: Student will receive a 0 for the course and a second report to the university.
  - iv. Note: with each instance, the process starts from the beginning

## **FAQ**

### **Why does Dr. Childers prohibit GenAI in class?**

There are (at least) 6 reasons why typically I don't allow GenAI use in class.

1. GenAI plagiarizes. Whether you count using a computers words as your own as plagiarism (in my view it is), GenAI itself plagiarizes from others. These systems are built by using huge databases of works written by other humans, often without their permission, and thus it is plagiarizing their work when giving you information.
2. It is not in your voice/authentic to you. When you use GenAI as your own words, you are erasing your own voice.
3. This course is intended to build your brain muscles. By using GenAI to do your work for you, you are not developing the vital skills necessary to be successful in your future careers and life. These skills include written communication, critical thinking, problem solving, and information interpretation, to name just a few. **Current research consistently shows a decrease in critical thinking skills in people who use GenAI.**
4. You are not (yet) an expert – you don't know if GenAI is correct. GenAI can and does report inaccurate information and does it very confidently. You are still learning and are not familiar enough with these topics to always know if what it is telling you is true.
5. You are not showing you have skills beyond AI. If you use GenAI to get through your courses, what skills do you have to offer for your future jobs? Why should a company hire you, if everything you can do, AI can do?
6. You will face consequences if caught. For this class, you can receive a 0 on assignments and the course if you are caught using GenAI. You may also face additional consequences at the university level. You can review the university's Student Code of Conduct here:  
<https://www.siue.edu/policies/table-of-contents/3c1.shtml>

### **What do I do if I know another student used GenAI on an assignment?**

If you notice another student using GenAI inappropriately for this course, remind them of this policy and that they should not be using it. If they continue to do so, I encourage you to bring it to my attention.

### **What if I'm accused of using GenAI, but I didn't?**

I will try my hardest to not accuse students of AI use without a preponderance of evidence. To do this, I am using a multi-step process and bringing in outside perspectives in all cases. In first instances of suspected AI use, you will have the opportunity to resubmit the assignment without penalty. You also have the opportunity to defend yourself throughout the procedure presented above.

### **Another professor lets me use Gen AI, why can't I use it in this class?**

I cannot and will not speculate on other professors' decisions on how to run their courses. For all the reasons discussed earlier, I do not allow GenAI use in my course for assignments and creating content

and violating this will result in the above consequences.

## **PSYCHOLOGY DEPARTMENT POLICIES**

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### **The Psychology Department's Policy on Plagiarism**

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (University policy states that

"Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost."

(<http://www.siu.edu/policies/i16.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to **Review** the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

### **Services for Students Needing Accommodations**

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](http://siue.edu/access) or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

### **The Psychology Department's Policy on Incomplete Grades**

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to an accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](http://siue.edu/access) or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

### **The Psychology Department's Writing Policy**

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but it will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus

(<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

### **SIUE Statement on Diversity**

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

### **SIUE Nondiscrimination Policy**

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for

employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

### **SIUE Psychology Department Twitter**

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

### **Other Resources**

- Lovejoy Library
  - 618-650-4636
  - <http://www.siue.edu/lovejoylibrary/>
- Computer Labs
  - <http://www.siue.edu/its/labsclassrooms/>
- Technology Support
  - Lovejoy Library Room 0005
  - 618-650-5500
  - [help@siue.edu](mailto:help@siue.edu)
- Writing Center
  - MUC –Student Success Center 1254
  - 618-650-2045
  - <http://www.siue.edu/lss/writing/index.shtml>

## **COVID-19 PANDEMIC POLICIES RELATED TO CLASSROOM INSTRUCTION**

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### **Health and Safety**

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

### **Classrooms, Labs, Studios, and Other Academic Spaces**

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and are temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC). Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and [myaccess@siue.edu](mailto:myaccess@siue.edu)).

### **General Health Measures**

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but have not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at [cougarcare@siue.edu](mailto:cougarcare@siue.edu) or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

### **Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., the transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

### **Services for Students Needing Accommodations**

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

### **Diversity and Inclusion**

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or [jball@siue.edu](mailto:jball@siue.edu). There is also an online form for reporting bias incidents at [https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10).

### **ADDITIONAL SUPPORT**

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## **Academic and Other Student Services**

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

## **Cougar Care**

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decision to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siu.edu](http://cougarcare.siu.edu) or by calling [618-650-2842](tel:618-650-2842).

## **Student Success Coaches**

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

## **Technical Support**

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time