Syllabus for PSYC 541A
Cognitive Assessment of Children and Adolescents
Fall 2022
Tuesdays, 12:00 – 2:50 pm
Location: FH, Rm 0111

About the Instructor
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Office Location: Alumni Hall, Room 0136
Office Hours: Tues 10 – 11:30 am or by appt

Course Description and Objectives
• This course is designed to provide students with the skills necessary to administer, score, and interpret cognitive assessments of exceptional children and adolescents according to standardized administration procedures.
• In addition to a variety of cognitive measures, students will gain proficiency in the administration, scoring, and interpretation of specific measures of achievement (including specific measures of reading and mathematics skill).
• Students will also gain experience in the identification of exceptional students and communication of diagnostic information through both oral and written reports.
• Student involvement in classroom discussions and activities is expected throughout the semester.

Required Texts

Recommended Text

NASP Domains for Graduate Preparation of School Psychologists (2020) Addressed:
1 Data-Based Decision Making & Accountability
• Knowledge of varied methods of assessment and data collection
• Skills in using psychological and educational assessment… to design, implement, and evaluate response to services and programs

3 Interventions and Instructional Support to Develop Academic Skills
• Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional collaboration
• Skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills

5 School-Wide Practices to Promote Learning
• Implement practices and strategies to create and maintain effective and supportive learning environments for children and other
8 Diversity in Development & Learning
- Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences
- Recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery

9 Research & Program Evaluation
- Knowledge of research design, statistics, measurement…. sufficient for interpreting data in applied settings

10 Legal, Ethical, and Professional Practice
- Knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists
- Skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists; including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills

**Grading Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Reaction Notebook</td>
<td>50</td>
</tr>
<tr>
<td>Test Administration Critiques</td>
<td>75</td>
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<tr>
<td>Self-Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>5 Test Administrations</td>
<td>325</td>
</tr>
<tr>
<td>Report 1 (WISC-V)</td>
<td>100</td>
</tr>
<tr>
<td>Report 2 (WISC-V &amp; WIAT-IV)</td>
<td>125</td>
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<tr>
<td>Report 3 (KABC-NU-II &amp; KTEA-3)</td>
<td>125</td>
</tr>
<tr>
<td>Report 4 (WJ-COG)</td>
<td>100</td>
</tr>
<tr>
<td>Assessment Selection Case</td>
<td>100</td>
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<tr>
<td>Case Study Presentation</td>
<td>150</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
</tr>
</tbody>
</table>

**Course Averages**

A = 92.5% or above = 1110 points or above  
B = 84% to 92.4% = 1008 points to 1109 points  
C = 77.5% to 83.9% = 930 points to 1007 points  
D = 929 points and below

*Grades will not be assigned until ALL assignments are completed and turned in, and all test administrations have been completed at an acceptable level of accuracy.*
Course Assignments

Virtual Reflection Notebook (50 pts, 10 pts each)
In preparation for the class discussions, please document your reflections to the readings listed on the course schedule prior to each class session and prepare at least one discussion question or key reflection at the end of the entry. These entries can be brief (one to two paragraphs – bullets – whatever format you prefer) and will be kept in Word Document in your assigned OneDrive Folder.

- The goal of this assignment is to allow you to stop at regular intervals to think about what you are reading, the podcasts to which you are listening, the assessments procedures you are watching, and how it is informing your developing understanding of assessment. Please consider the concepts/procedures on which you would like additional information, clarification, or instruction.

Descriptions of appropriate reflections for this assignment:

- **Aha Moments**: Student identifies a connection across readings, societal norms, evidenced based practice or content learned in other classes.
- **Muddy Moments**: Student identifies an area of confusion or needing clarification with the course content/reading/video (providing specific page numbers or timestamp is helpful here!), poses a question, and how they tried to find a solution to their challenge.
- **Have you thought about….?**: Student identifies strengths/weaknesses in a proposed idea, solution, theory, or concept. They should cite evidence or reasoning for their stance in the controversial.
- **Agents of Change**: Student could compare how views on course topics have changed in the field or how their own views have changed based on evidence and/or how they could change again in the future.

Example description of an inappropriate reflection for this assignment:

- **Off-loading**: Student writes about how difficult the content is for them to understand without narrowing it down to a specific skill/concept that is confusing. Another example could be writing about being unsure about procedures viewed in videos, but they didn’t seek out solutions such as reviewing the test manual to ensure understanding. These can often be confused with muddy moments, but muddy moments ask a specific question and describe how the student tried to work through the challenge.

*I will review these regularly but will assign grades five times (randomly) during the term, so always have them updated by the start of class.*

Test Administration Critiques (75 pts, 15 pts each) – Students will observe videos of assessments being administered by a model and provide a critique of the administration. Administration critiques will allow the student to review the model’s adherence to standardized administration procedures. The administration critique will be scored on the student’s ability to identify strengths and weaknesses (including mistakes with regard to standardized administration procedures) regarding the test administration.
**Self-Evaluation (50 pts)** – Students will use their assessment recording as the basis for a self-critique of their own assessment performance. Specifically, students will critique their first WISC-V paper pencil administration performance via a form provided on Blackboard. The self-evaluation will be scored on the student’s ability to identify personal strengths and weaknesses (including mistakes with regard to standardized administration procedures) regarding test administration.

**Test Administrations and Protocols (325 pts)** – Protocols will be scored on appropriate calculation of chronological age, scoring accuracy, and adherence to standardized administration procedures. Students will administer a total of 6 protocols over the course of the semester:

1. WISC-V paper and pencil (50 pts)
2. WISC-V via Q-Interactive Ipad (50 pts)
3. WIAT-IV via Q-Interactive (50 pts)
4. KABC-II-NU (50 pts)
5. KTEA-3 via Q-Interactive (50 pts)
6. WJ-COG (75 pts)

Please adhered to the following administrations guidelines:

1. You will need to work with 4 different volunteers between the ages of 6-16 throughout the semester to administer your assessments. If you are not from the area, please talk with me about the best way to recruit families for assistance with your administrations.
2. The protocol packet to be submitted in an envelope must include:
   a. Signed Parental Consent Form
   b. Completed Parent Interview Form
   c. Protocol and related workbooks or record forms.
3. All assessments must be recorded via an electronic device and turned in via OneDrive Submission by the protocol due date. Each student will be given a unique folder in OneDrive that will be shared with only the instructor and the teaching assistant. **NO ASSESSMENT PROTOCOLS WILL BE ACCEPTED WITHOUT RECORDED DOCUMENTATION.**
4. Students will be expected to repeat administrations of the WISC-V until they have obtained a score of 35 out of 50 or higher; **any test protocol earning less than 65% of all available points will be required to be repeated.**
5. If a student **obtains a C or below average on all test administrations** (including re-administrations) in this course, the student will be required to complete repeat administrations during a one-hour “readings” course in the spring semester.
6. **Be aware that students are not permitted to administer any standardized assessments before they are formally introduced in class.**

**Reports (400 pts)** – Students will write three reports over the course of the semester. The first will focus on a single cognitive battery, the last two will require reporting on both a cognitive and an achievement measure.

1) **WISC-V (admin #1),**
2) **WISC-V & WIAT-IV (admins #2 & 3)**
3) **KABC-II & KTEA-3 (admins #4 & 5)**
4) **WJ-Cog (admin #6)**
Please adhere to the following guidelines for all reports:

1. **All reports are to be de-identified as either “John Doe or Jane Doe” and be double spaced to allow for appropriate feedback and critique.**
2. Reports should include tables presenting standard/scaled/T-scores for ALL subtests and composites, percentile ranks, and 95% confidence intervals, as well as narrative descriptions of behavioral observations, any unusual responses, patterns of responding, and the extent to which performance might be affected by external conditions (e.g., fatigue, hunger) and/or other measured abilities or skills. Examples will be given in class.
3. **Reports will be graded according to the thoroughness of information presented, quality and level of data synthesis (interpretation), clarity, and writing style. Reports earning a superior grade will contain well-chosen vocabulary, high quality sentence structure, and excellent grammar.**

**Assessment Selection Case (100 pts)** – Students will participate in an applied assignment that assesses one’s knowledge of and competence in demonstrating the skills inherent to effectively selecting appropriate assessments based on ecological factors, evidenced based practice, and potential bias. The requirements of this assignment will be twofold.

1) Students will individually review referral and background information for three separate child profiles and a list of potential assessments (90 points). For each profile students must individually provide a:
   a) Brief rationale (2-3 paragraphs) for the chosen assessment that would be used to answer the referral question. As part of the rationale outline reasons/factors/practices used in the decision-making process. Also explain why different assessment from the list of those available were not chosen. Students are highly encouraged to review and cite the Kranzler & Floyd Chapter 7: A Review of Intelligence Tests as well as any published test reviews on blackboard to assist in developing this rationale.
   b) Brief reflection (1-2 paragraphs) on what potential bias could be impacting the assessment selection decision. Students are highly encouraged to review and cite the Dombrowski Chapter 2: A Newly Proposed Framework and a Clarion Call to Improve Practice as well as Wilcox & Schroeder (2018) which is posted on blackboard.

2) Students will then discuss their assessment selections in groups of 2 or 3. Groups will need to come to an agreement on what assessment they would recommend based on shared rationale/bias considerations. We will then discuss these recommendations during class on 12/6 in a group supervision format (10 points). Rubrics will be provided on blackboard.

**Case Study Presentation (150 pts)** - During the final week of class, students will provide a brief presentation to the instructor on a case (of their choice) consisting of an assessment battery composed of cognitive and achievement (or other supportive) assessments. The presentation should be structured as a mock IEP (school psychology students) or clinic feedback (clinical child students) meeting with parents, and should include
   a) relevant background information
   b) behavioral observations
   c) test results
   d) data interpretation
This presentation will take place via Zoom and should be no longer than 15 minutes, including time for questions/discussion.
**Student Expectations**

**Class attendance.** Perfect class attendance is expected with the exception of illness. Any student who is absent due to an illness/emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. Two or more unexcused absences will result in a one letter grade deduction.

**Assignment Submission.**
- Virtual Reflection Notebooks are due in your OneDrive folder by the start of class on Tuesdays.
- Administration Critiques are due hard copy by the start of class on Tuesdays.
- Protocol packets are always due hard copy at in the instructor’s mailbox located in the main office at 4 pm on Tuesdays unless other accommodations are made.
- Video recordings of assessment administrations are due in your OneDrive Folder at 4 pm on Tuesdays.
- Reports will be due via blackboard. Dates and times vary and are noted in the calendar.
- No late work will be accepted without prior arrangements. **All assignments must be completed to receive a grade in this course.**

**Academic engagement.** Students are expected to attend to and participate in classroom discussions and activities at all times, and the level and quality of classroom interaction is included in calculating final grades for the semester. Personal technology should be prepared in such a way as to minimize distractions to oneself and fellow students. The receipt and transmission of personal phone calls or messages during class time should be limited to vital correspondence; so vital in fact, that you should feel compelled to leave the room to attend to it because it is a SIGNIFICANT PERSONAL NEED of an EMERGENCY nature. Failure to comply with these procedures may result in being asked to leave the classroom.

**Test Battery and iPad Use.** The multiple versions of each test that are available for student use are provided via the **generosity of the Psychology Department** and are a luxury that can only be ensured if everyone takes responsibility for their care and maintenance. To do so, please observe the following:

1) Be aware of the Resource Center hours and work with the graduate assistant on duty to check out and return your kits. Always communicate with the resource center if you need more time with a kit and follow rental guidelines appropriately.

2) iPad kits can be checked out from Christine in the main office. Please make sure to complete the checkout sheet and return these as promptly as possible.

3) Please review the cleaning protocols included in the kits to ensure safe exchange of materials.

4) **DO NOT** under any circumstances store a test kit/iPads in your vehicle.

**Communication.** All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary. Course materials, including those necessary to complete test administrations, will be available electronically via Blackboard.

**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 or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at 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 me 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/csd 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. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Children in the classroom. I never want a student to have to choose between their education and caring for their child; therefore, I have the following policy regarding children in the classroom: All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

Statement on APA Format in Written Work
Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7th edition of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

***A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from disciplinary action in the case of plagiarism.***

If you would like additional instruction in the use of APA format, please see me during office hours. Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (https://www.siue.edu/lss/writing/index.shtml), which also provides workshops in APA style.

Department and University Policies
As a student in this course, you will be expected to display graduate-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, per the 7th edition of the APA manual.
This is by no means an exhaustive list of basic writing skills, but 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 (https://www.siue.edu/lss/writing/index.shtml) or utilize one of the many online resources they have identified to help students (https://www.siue.edu/lss/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:** if your paper violates any of the above stipulations or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.

**The Psychology Department’s Policy on Withdrawals and Incompletes**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see http://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

**Academic Honesty.** 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 (http://www.siue.edu/policies/3c2.shtml). 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.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

***It is expressly prohibited for students to work together on, review, or look at each other’s homework, papers, or presentations (unless otherwise noted) for this class, including assessment reports.***
# Course Calendar (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Videos for Class</th>
<th>Assignment Due</th>
<th>Protocol Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23</td>
<td>What is Intelligence? (History, Construct, Controversy)</td>
<td>AICA: 1, PARW: 1, Graves &amp; Nichols, 2016, <strong>Podcast: The Miseducation of Larry P</strong></td>
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<tr>
<td>9/6</td>
<td>How Do We Do it? (Ethics, Behavior Observations)</td>
<td>APA Guidelines, AICA: 5, PARW: 3, EARW: 5 pp. 97-111, <strong>Podcast: Problem Space</strong></td>
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<tr>
<td>9/13</td>
<td>WISC-V administration PP</td>
<td>*WISC-V videos on BB (AICA: 6)</td>
<td>Administration Critique #1</td>
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<td>9/27</td>
<td>WISC-V administration via Q-Interactive</td>
<td>*WISC-V Q video on BB</td>
<td>Self-evaluation</td>
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<td>10/4</td>
<td>WIAT-IV administration via Q-Interactive</td>
<td>*WIAT-IV Videos on Q-Interactive</td>
<td>Administration Critique #2</td>
<td>WISC-V #2 via Ipad</td>
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<tr>
<td>10/11</td>
<td>No Class: Reading Day</td>
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<td>WISC-V #1 Report: Fri, 10/14</td>
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<tr>
<td>10/18</td>
<td>KABC-II NU administration and scoring</td>
<td>* KABC video on BB</td>
<td>Administration Critique #3</td>
<td>WIAT-IV via Ipad</td>
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<tr>
<td>10/25</td>
<td>KTEA-3 administration and scoring</td>
<td>*KTEA-III video on BB</td>
<td>Administration Critique #4</td>
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<td>11/1</td>
<td>WJ-IV COG administration and scoring</td>
<td>* WJ-IV COG video on BB</td>
<td>Administration Critique #5</td>
<td>KABC-II NU</td>
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<td>11/8</td>
<td>No Class: Election Day</td>
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<td>KTEA-3 due in mailbox Wed, 11/9 at 12 pm</td>
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<td>11/15</td>
<td>Cultural, Disability, and Gifted Considerations in Assessment</td>
<td>AICA: 11, &amp; 12 Biddanda (2022), NASP Implicit Bias Articles, <strong>Podcast: Culturally Affirming Assessment of ELL</strong></td>
<td>KABC-KTEA Report: Wed, 11/16</td>
<td>WJ-COG</td>
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<tr>
<td>11/22</td>
<td>THANKSGIVING BREAK</td>
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<tr>
<td>12/13</td>
<td>Case Study Simulation via Zoom (Individually Scheduled)</td>
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COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)

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
Under current University policy, SIUE will only require masking in campus healthcare settings. See, https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml. Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required will be reminded of their obligation to comply with SIUE’s COVID-19 People-Focused Health and Safety Policy and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings when masking is required 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 when masking is required 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).

General Health Measures
Students and employees are expected to review the siue.edu/coronavirus website (https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - Fever (100.4 degrees or above) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.