SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
PSYC 573-002 – Seminar in Personnel Psychology
Course Syllabus – Fall 2022

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>PSYC 573-002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours:</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Class Meeting Dates:</td>
<td>8/22/2022—12/16/2022</td>
</tr>
<tr>
<td>Class Meeting Times:</td>
<td>Tuesdays from 12:30 PM to 3:20 PM</td>
</tr>
<tr>
<td>Class Meeting Location:</td>
<td>Alumni Hall 0333</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Amy Quarton, M.A.</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Thursdays from 9:30 AM to 10:30 AM and by appointment</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Alumni Hall and Zoom</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:aquarto@siue.edu">aquarto@siue.edu</a></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Undergraduate level PSYC 111 Minimum Grade of D</td>
</tr>
<tr>
<td>Required Textbook:</td>
<td>Applied Psychology in Human Resource Management (7th ed.) by Cascio &amp; Aguinis (2011); additional readings on Blackboard</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION

This is a graduate-level survey course designed to introduce the theory and practice of Personnel Psychology. Students should develop a broad knowledge of the topic which will be further developed in subsequent, more specialized courses. Topics to be covered include legal issues, job analysis, recruitment, utility analysis, performance appraisal, and validation.

COURSE LEARNING OUTCOMES

When you have completed this course, you should be able to:

1. Read and discuss a journal article,
2. Describe the functions of Human Resource Management,
3. Describe the history of Personnel Psychology,
4. Describe the legal issues affecting the practice of Personnel Psychology,
5. Explain the theory of criteria and methods of performance measurement,
6. Conduct a job analysis,
7. Explain the methods of validating measures of individual differences, and
8. Understand the challenges and opportunities of personnel psychology.

REQUIRED TEXTBOOK & READINGS

Additional readings are available on Blackboard.

**REQUIRED TECHNOLOGY**

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, and
- Microsoft Office 365 (Word and PowerPoint).

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**

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

<table>
<thead>
<tr>
<th>Learning Assignments</th>
<th>Course Outcomes</th>
<th>Points</th>
<th>% of Final Grade&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exams (3 @ 50 points each)</td>
<td>1-8</td>
<td>150</td>
<td>34.5</td>
</tr>
<tr>
<td>2. Research Paper and Presentation</td>
<td>1-8</td>
<td>110</td>
<td>25.3</td>
</tr>
<tr>
<td>2a. Outline</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2b. Paper</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>2c. Presentation</td>
<td></td>
<td>50</td>
<td></td>
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<tr>
<td>3. Article Discussion</td>
<td>1-8</td>
<td>25</td>
<td>5.7</td>
</tr>
<tr>
<td>4. Job Analysis Project</td>
<td>1-8</td>
<td>150</td>
<td>34.5</td>
</tr>
<tr>
<td>4a. Proposal</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>4b. Questionnaire</td>
<td></td>
<td>25</td>
<td></td>
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<tr>
<td>4c. Observation Notes</td>
<td></td>
<td>25</td>
<td></td>
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<tr>
<td>4d. Report</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>435</td>
<td>100</td>
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</table>

**OVERVIEW OF LEARNING ASSIGNMENTS**

**Exams**

Throughout the semester, you will complete three in-person exams that cover material from the assigned readings and class lectures. Each exam consists of multiple-choice, true/false, short answer, and essay questions. Short answer questions ask for a brief response (1-3 words
or phrases), while essay questions ask for a more in-depth and integrated response with sources cited in APA style. You may prepare a list of citations (no notes, of course) to help you cite your sources during the exam. You must be present and on time for the exam. Only individuals with an excused absence and proper documentation will be allowed to complete a missed exam. All other absences on exam day will result in a zero for that exam.

Research Paper and Presentation
To start your research project, choose one of the two options described in the table below.

<table>
<thead>
<tr>
<th><strong>Option 1: Research Proposal</strong></th>
<th><strong>Option 2: Literature Review</strong></th>
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</thead>
<tbody>
<tr>
<td>Develop the introduction and methods sections of a research proposal. Describe the pertinent theory and research surrounding your study and articulate the hypotheses you plan to test. Then, describe how you intend to test those hypotheses. Your methodology should be feasible, although you do not need to conduct the study. You should also include the statistics you plan to use to test each of your hypotheses in the results section. See the Publication Manual of the APA (7th ed.) and the Thesis Guidelines for more details about what to include in each section. Your research proposal paper will be graded using the rubric posted on Blackboard.</td>
<td>Choose a topic of interest to personnel psychologists. Some examples include: 360-degree feedback, honesty testing, assessment centers, drug testing, personality testing, competency modeling, recruitment, interviewing, use of technology, sexual harassment, Americans with Disabilities Act, Affirmative Action, training design, etc. Your paper should summarize the relevant research studies and theory on your topic and highlight the research and practical implications in this area. Your literature review paper will be graded using the rubric posted on Blackboard.</td>
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</table>

**Paper Criteria**

Although there is no minimum or maximum in terms of the length of the paper, aim for approximately 10 pages. Write the paper using APA style and include in-text citations from at least 10 peer-reviewed sources published in the last decade. Include a title page, introductory and concluding paragraphs, and a list of references. Use headings and subheadings to organize the main ideas.

**Presentation Criteria**
Once you have written your paper, you will prepare a 20-minute presentation to share your research with the class. You may want to use overheads, PowerPoint slides, and/or handouts to
assist the class in learning about your work. Be prepared to handle questions and comments from the class. Your presentation will be graded using the rubric posted on Blackboard.

**Article Discussion**
You will choose one of the assigned readings and facilitate a class discussion about the merits of the publication. You can prepare for this discussion by reading the material before class, summarizing the main ideas, preparing to teach your classmates about the material, and drafting thoughtful questions that will illicit valuable discussion. Visual aids are not required but encouraged for demonstration purposes. Here is the schedule for the article discussions:

- Due Week 3 – September 6 – TBD
- Due Week 4 – September 13 – TBD
- Due Week 7 – October 4 – TBD
- Due Week 8 – October 11 – TBD
- Due Week 11 – November 8 – TBD
- Due Week 12 – November 15 – TBD

**Job Analysis Project**
Throughout the semester, you will learn how to conduct a job analysis, a vital tool for I/O psychologists. To help you manage the project, the workload has been divided into four steps. Note that each project assignment will close and be unavailable one week after it is due.

1. Job Analysis Plan – First, you will submit a proposal with your plans for the project and contact a person who holds a job you are interested in analyzing to request their participation in the project.
2. Job Analysis Questionnaire – Next, you design and administer a Qualtrics questionnaire.
3. Job Analysis Observation – Then, you will observe the incumbent at work for one hour.
4. Job Analysis Report – Finally, you will write a detailed report with a job description.

**GRADING DISTRIBUTION**

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90—100</td>
<td>391.5—435.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80—89</td>
<td>348.0—391.4</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>70—79</td>
<td>304.5—347.9</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>60—69</td>
<td>261.0—304.4</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0—59</td>
<td>0—260.9</td>
<td>Failure</td>
</tr>
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</table>

**COURSE EXPECTATIONS**
- **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.siue.edu/policies/1i4.shtml).
Each week, you would normally spend 2 hours and 30 minutes in class, which means you would need to invest at least 5 hours outside of class for a total of 7.5 hours each week for 15 weeks.

- **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** 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.

**GRADING POLICIES**

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 calendar.
  - Extensions can only be granted before the due date.
    - *With* an approved extension, you will forfeit 10% of the total possible points each day the assignment is late.
    - *Without* an approved extension, the instructor will not accept late work.
  - No late work will be accepted after the course ends.
- Adhere to SIUE’s Student Code of Conduct as outlined at [https://www.siue.edu/policies/3c1.shtml](https://www.siue.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.
- Discuss any grading discrepancies via e-mail within 48 hours of receiving your grade on the assignment. Outline why and how your work warrants a better grade. Keep in mind, however, that a petition does not guarantee point adjustments.

**COURSE CONTENT AND CALENDAR**

The table below includes a tentative course schedule. The instructor reserves to 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Tasks for the Week</th>
</tr>
</thead>
</table>

5
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22-8/28</td>
<td>Course Overview</td>
<td>• Review the “About This Course” page on Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Review Lecture 1</td>
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<td></td>
<td></td>
<td></td>
<td>• Review Lecture 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Read and interpret:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Article Discussion – TBA</td>
</tr>
<tr>
<td>4</td>
<td>9/12-9/18</td>
<td>Work Analysis</td>
<td>• Cascio &amp; Aguinis (2018) Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Review Lecture 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Read and interpret:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Article Discussion – TBA</td>
</tr>
<tr>
<td>5</td>
<td>9/19-9/25</td>
<td>Criteria</td>
<td>• Cascio &amp; Aguinis (2018) Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Review Lecture 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Read and interpret:</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Task</td>
<td>Notes</td>
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<tr>
<td>6</td>
<td>9/26-10/2</td>
<td>Submit Job Analysis Proposal</td>
<td></td>
</tr>
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</table>
| 7    | 10/3-10/9  | Study for EXAM 1                           | Cicio & Aguinis (2018) Chapter 5, Review Lecture 5, Read and interpret:  
|      |            |                                           | Article Discussion – TBA                                             |
| 8    | 10/10-10/16| Submit Job Analysis Questionnaire        | Cicio & Aguinis (2018) Chapter 6, Review Lecture 6, Read and interpret:  
<p>|      |            |                                           | Article Discussion – TBA                                             |</p>
<table>
<thead>
<tr>
<th></th>
<th>Dates</th>
<th>Topics</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
Review Lecture 7  
Read and interpret:  
- Submit Research Paper |
| 10 | 10/24-10/30 | Exam 2                        | Study for EXAM 2 |
Review Lecture 8  
Read and interpret:  
- Article Discussion – TBA  
- Submit Job Analysis Observation Notes |
Review Lecture 9  
Read and interpret:  
- Article Discussion – TBA |
Review Lecture 10  
Read and interpret: |

Winkler, S., Konig, C. J., & Kleinmann, M. (2010). Single attribute utility analysis may be futile, but this can’t be the end of the story: Causal chain analysis as an alternative. *Personnel Psychology, 63*, 1041-1065.

- Submit Job Analysis Report

11/21-11/27  THANKSGIVING HOLIDAY – NO CLASS

14  11/28-12/4  Training and Development

- Cascio & Aguinis (2018) Chapter 14
- Review Lecture 11
- Read and interpret:

- Submit Research Paper

15  12/5-12/11  Varied Topics

- Complete Research Paper Presentation

16  12/12-12/16  Week 3
- Study for EXAM 3

PSYCHOLOGY DEPARTMENT POLICIES

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 (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. 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.siue.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 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 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 student’s responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

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.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.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
  o 618-650-4636
  o http://www.siue.edu/lovejoylibrary/
• Computer Labs
  o http://www.siue.edu/its/labsclassrooms/
• Technology Support
ADDITIONAL SUPPORT

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 decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 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 or at 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

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

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:
  o Fever (100.4 degrees or above) or chills
  o Cough
  o Shortness of breath or difficulty breathing
  o Fatigue
  o Muscle or body aches
  o Headache
  o New loss of taste or smell
  o Sore throat
  o Congestion or runny nose
  o Nausea or vomiting
  o 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.