



## COUGARS

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

PSYC 573-001 – Seminar in Personnel Psychology

Course Syllabus – Fall 2023

### COURSE INFORMATION

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Course Number:	PSYC 573-001
Credit Hours:	3 credit hours
Class Meeting Dates:	8/21/2023—12/15/2023
Class Meeting Times:	Tuesdays from 11:00 AM to 1:50 PM
Class Meeting Location:	Alumni Hall 0401
Instructor:	Amy Quarton, M.A.
Office Hours:	T & TH 9:00-9:30 AM and by appointment
Office Location:	Alumni Hall and <a href="https://siue.zoom.us/j/3943232912">Zoom (https://siue.zoom.us/j/3943232912)</a>
E-mail:	<a href="mailto:aquarto@siue.edu">aquarto@siue.edu</a>
Required Textbook:	<i>Applied Psychology in Talent Management</i> (8th ed.) by Cascio & Aguinis (2019); additional readings on Blackboard

### COURSE DESCRIPTION

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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

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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

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- Cascio, W.F. & Aguinis, H. (2019). *Applied Psychology in Talent Management* (8th ed.). Thousand Oaks, CA: Sage Publishing.
- Supplemental readings available on Blackboard

## REQUIRED TECHNOLOGY

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Students in this 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 this 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 <sup>a</sup>
1. Quizzes (12 @ 5-10 points each)	1-8	70	14.0
2. Exams (3 @ 50 points each)	1-8	150	30.0
3. Research Paper and Presentation	1-8	110	22.0
2a. Paper Outline		10	
2b. Paper Rough Draft		25	
2c. Paper Final Draft		50	
2d. Presentation Final Draft		25	
4. Article Discussion	1-8	25	5.0
5. Job Analysis Project	1-8	145	29.0
5a. Proposal		10	
5b. Questionnaire Rough Draft		10	
5c. Questionnaire Final Draft		25	
5d. Observation Notes		25	
5e. Report with Questionnaire Data		75	
<b>TOTAL POINTS</b>		<b>500</b>	<b>100</b>

## OVERVIEW OF LEARNING ASSIGNMENTS

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### 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 12 quizzes in this course. Each quiz contains 5-10 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 of 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, you will lose access to the quizzes and gain access to the correct answers with feedback.

**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.

**Article Discussion**

To develop your critical thinking and oral communication skills, you will facilitate an article discussion at some point in the semester. You will choose one of the assigned readings for the week and lead 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 elicit valuable discussion. Create and use a visual aid (e.g., PowerPoint slides, Prezi presentation, handouts, etc.) to support the discussion, and submit the materials here. Your grade will be based on an average of the instructor's and students' ratings of your presentation and visual aid.

**Research Paper and Presentation**

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

<b>Option 1: Research Proposal</b>	<b>Option 2: Literature Review</b>
<p>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</p>	<p>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</p>

about what to include in each section. Your research proposal paper will be graded using the rubric posted on Blackboard.	review paper will be graded using the rubric posted on Blackboard.
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*Paper Criteria*

Your paper should be based on relevant and current research. A good place to start is the APA’s Handbook of Industrial/Organizational Psychology. Some of the journals for the field include Personnel Psychology, Journal of Applied Psychology, Academy of Management Review, Journal of Vocational Behavior, American Psychologist, Journal of Business and Psychology, Psychological Bulletin, Journal of Personality and Social Psychology, Human Resource Management Journal, and Journal of Management. 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.

**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 Proposal – 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**

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Grade	%	Points	Description
A	= 90—100	450.0—500.0	Excellent
B	= 80—89	400.0—449.9	Good
C	= 70—79	350.0—399.9	Satisfactory
D	= 60—69	300.0—349.9	Poor

F	=	0—59	0—299.9	Failure
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## 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/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 16 weeks.
- Watch the **online video lectures** and take notes prior to coming to class and be prepared to participate in class.
- **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.

## 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 20% 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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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.

Week	Dates	Topic	Learning Tasks	Assignments
1	8/22	Course Overview; Overview of Personnel Psychology	<ul style="list-style-type: none"> <li>• “About This Course” page on Blackboard</li> <li>• Chapter 1</li> <li>• Lecture 1</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 1</li> </ul>
2	8/29	Systems Theory	<ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Lecture 2</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 2</li> </ul>
3	9/5	Legal Issues in Personnel Psychology	<ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Lecture 3</li> <li>• Committee on Professional Practice &amp; Standards. (2003). Legal issues in the professional practice of psychology. <i>Professional Psychology: Research &amp; Practice</i>, 34(6), 595-600.</li> <li>• King, E. B. &amp; Ahmad, A. S. (2010). An experimental field study of interpersonal discrimination toward Muslim job applicants. <i>Personnel Psychology</i>, 63(4), 881-906.</li> <li>• Van Iddekinge, C. H., Lanivich, S. E., Roth, P. L., &amp; Junco, E. (2016). Social media for selection? Validity &amp; adverse impact potential of a Facebook-based assessment. <i>Journal of Management</i>, 42(7), 1811-1835.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Article Discussion – TBA</li> </ul>
4	9/12	Work Analysis	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Lecture 4</li> <li>• Chung-Yan, G. A., Schat, A. C., &amp; Cronshaw, S. F. (2019). Are consensus ratings of functional job analysis scales more reliable</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 4</li> <li>• Article Discussion – TBA</li> </ul>

than ratings made by independent raters? *Personnel Assessment & Decisions*, 5(1), 83-89.

- Dierdorff, E. C. & Morgeson, F. P. (2009). Effects of descriptor specificity & observability on work analysis ratings. *Personnel Psychology*, 62(3), 601-628.

5	9/19	Criteria	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Lecture 5</li> <li>• Connelly, B. S., McAbee, S. T., Oh, I. S., Jung, Y., &amp; Jung, C. W. (2021). A multirater perspective on personality &amp; performance: An empirical examination of the trait–reputation–identity model. <i>Journal of Applied Psychology</i>, 107(8), 1352-1368.</li> <li>• Kaplan, S. Bradley, J. C., Luchman, J. N., &amp; Haynes, D. (2009). On the role of positive &amp; negative affectivity in job performance: A meta-analytic investigation. <i>Journal of Applied Psychology</i>, 94(1), 162-176.</li> <li>• Guest Speaker – Dr. Jay Colker</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 5</li> <li>• Article Discussion – TBA</li> </ul>
6	9/26	Exam 1	<ul style="list-style-type: none"> <li>• Study for Exam 1</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 1</li> <li>• Job Analysis Proposal</li> </ul>
7	10/3	Performance Management	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Lecture 6</li> <li>• Culbertson, S. S., Henning, J. B., &amp; Payne, S. C. (2013). Performance appraisal satisfaction: The role of feedback &amp; goal orientation. <i>Journal of Personnel Psychology</i>, 12(4), 189-195.</li> <li>• Doldor, E., Wyatt, M., &amp; Silvester, J. (2019). Statesmen or cheerleaders? Using topic</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 6</li> <li>• Article Discussion – TBA</li> </ul>

			<p>modeling to examine gendered messages in narrative developmental feedback for leaders. <i>The Leadership Quarterly</i>, 30(5), 1-21.</p>	
8	10/10	Individual Differences & Assessment	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Lecture 7</li> <li>• Kantrowitz, T. M., &amp; Dainis, A. M. (2014). How secure are unproctored pre-employment tests? Analysis of inconsistent test scores. <i>Journal of Business &amp; Psychology</i>, 29(4), 605-616.</li> <li>• Van Iddekinge, C. H., Aguinis, H., Mackey, J. D., &amp; DeOrtentiis, P. S. (2018). A meta-analysis of the interactive, additive, &amp; relative effects of cognitive ability &amp; motivation on performance. <i>Journal of Management</i>, 44(1), 249-279.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 7</li> <li>• Article Discussion – TBA</li> <li>• Job Analysis Questionnaire Rough Draft</li> </ul>
9	10/17	Validation	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Lecture 8</li> <li>• Djurdjevic, E., Stoverink, A. C., Klotz, A. C., Koopman, J., da Motta Veiga, S. P., Yam, K. C., &amp; Chiang, J. T. J. (2017). Workplace status: The development &amp; validation of a scale. <i>The Journal of Applied Psychology</i>, 102(7), 1124-1147.</li> <li>• Hommel, B. E., Ruppel, R., &amp; Zacher, H. (2021). Assessment of cognitive flexibility in personnel selection: Validity &amp; acceptance of a gamified version of the Wisconsin Card Sorting Test. <i>International Journal Selection &amp; Assessment</i>, 30, 126-144.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 8</li> <li>• Research Paper Outline</li> </ul>



10	10/24	Exam 2	<ul style="list-style-type: none"> <li>• Study for Exam 2</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 2</li> <li>• Job Analysis Questionnaire Final Draft</li> </ul>
11	10/31	Selection	<ul style="list-style-type: none"> <li>• Chapters 12 &amp; 13</li> <li>• Lecture 9</li> <li>• Kell, H. J., &amp; Lang, J. W. (2017). Specific* abilities in the workplace: More important than g? <i>Journal of Intelligence</i>, 5(2), 13.</li> <li>• Pinto, L. H., &amp; Ramalheira, D. C. (2017). Perceived employability of business graduates: The effect of academic performance &amp; extracurricular activities. <i>Journal of Vocational Behavior</i>, 99, 165-178.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 9</li> <li>• Article Discussion – TBA</li> <li>• Job Analysis Observation Notes</li> </ul>
12	11/7	HR Planning; Recruitment;	<ul style="list-style-type: none"> <li>• Chapters 10 &amp; 11</li> <li>• Lecture 10</li> <li>• Swider, B. W., Harris, T. B., &amp; Gong, Q. (2021). First impression effects in organizational psychology. <i>Journal of Applied Psychology</i>, 107(3), 346-369.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 10</li> <li>• Article Discussion – TBA</li> <li>• Research Paper Rough Draft</li> </ul>
13	11/14	Staffing Decisions	<ul style="list-style-type: none"> <li>• Chapter 14</li> <li>• Lecture 11</li> <li>• Earnest, D. R., Allen, D. G., &amp; Landis, R. S. (2011). Mechanisms linking realistic job previews with turnover: A meta-analytic path analysis. <i>Personnel Psychology</i>, 64, 865-897.</li> <li>• Roulin, N., &amp; Levashina, J. (2019). LinkedIn as a new selection method: Psychometric properties &amp; assessment approach. <i>Personnel Psychology</i>, 72(2), 187-211.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 11</li> <li>• Article Discussion – TBA</li> <li>• Job Analysis Report with Questionnaire Data</li> </ul>

11/20  
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11/26

**NO CLASS – THANKSGIVING HOLIDAY**

14	11/28	Training & Development	<ul style="list-style-type: none"><li>• Chapter 15</li><li>• Lecture 12</li><li>• Champion, M.A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G.M., &amp; Odman, R.B. (2011). Doing competencies well: Best practices in competency modeling. <i>Personnel Psychology, 64</i>(1), 225-262.</li><li>• Gegenfurtner, A., Zitt, A., &amp; Ebner, C. (2019). Evaluating webinar-based training: A mixed methods study of trainee reactions toward digital web conferencing. <i>International Journal of Training &amp; Development, 24</i>(1), 5-21.</li></ul>	<ul style="list-style-type: none"><li>• Quiz 12</li><li>• Article Discussion – TBA</li></ul>
15	12/5	Varied Topics	<ul style="list-style-type: none"><li>• Finish research paper</li><li>• Prepare for research presentation</li></ul>	<ul style="list-style-type: none"><li>• Research Paper Final Draft</li><li>• Research Presentation</li></ul>
16	TBA	Exam 3	<ul style="list-style-type: none"><li>• Study for Exam 3</li></ul>	<ul style="list-style-type: none"><li>• Exam 3</li></ul>

**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 (<http://www.siu.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.siu.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.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 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.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.siu.edu/lovejoylibrary/>
- Computer Labs
  - <http://www.siu.edu/its/labsclassrooms/>

- Technology Support
  - Lovejoy Library Room 0005
  - 618-650-5500
  - help@siue.edu
- Writing Center
  - MUC –Student Success Center 1254
  - 618-650-2045
  - <http://www.siue.edu/lss/writing/index.shtml>

## **COURSE POLICIES AND UNIVERSITY POLICIES**

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### **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. Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University’s Student Academic Conduct Code.

The use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE’s academic policy and is prohibited.

### **Turnitin**

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. Find out more about using Turnitin.

### **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., 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](tel: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.

### **Regular and Substantive Interaction**

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

### **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>.

### **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 [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Lindy Wagner, Assistant Vice Chancellor for Inclusive Excellence, Education and Development at (618) 650-3179 or [linwagn@siue.edu](mailto:linwagn@siue.edu).

### **Pregnancy and Newly Parenting Policy**

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to

mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

### **Technology Privacy Information**

[Sample: According to [OSCQR Standard #14](#), the course should include links to privacy policies for technology tools to let students know what data may be collected and if their data is secure. If you are using Blackboard, keep the privacy statement below. Add links to privacy statements for any other technology tools you are using in the course.]

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

## **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 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](http://cougarcare.siue.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, and
- Be prepared to complete the assessment in the allotted time.