PSYC 150: Psychosocial Foundations of Black Worldviews
Syllabus

Course Faculty

Courtney R. Boddie, Ph.D., LPC-S (MO), LCPC (IL), NCC ®, NBCC Fellow
Clinical Director & Online Clinical Therapist, The Counseling Hub

Course Information

Days: M | Noon – 1:00 p.m., T | Quiz, W | Discussion Board
Location: Online in Blackboard
Link: https://us02web.zoom.us/j/87373378970?pwd=Ty9zT1ZQazI0VEF2SE10UUZpZWdz09
Password: 679206

Contact Information

Phone: (618) 401-7407 (Text preferred on an as needed basis for class)
Email: courtney_boddie@yahoo.com
Office Hours: By appointment

Course Description

This course focuses on centralizing the Black/African American experience through an intersectional, psychological lens. A primary goal of the course will be to explore both qualitative and quantitative findings in order to discuss both unique/individualized experiences and those that are common threads within various African American communities. This course is designed to be an experiential, discussion-based seminar.

Learning Objectives

- To define a cultural worldview with emphasis on the role of race and ethnicity in framing lived experiences
- To explore models of identity development that seek to expand knowledge of self and others
- To discuss the role of privilege and oppression as life-defining undercurrents in American society
- To explore the role of American history in family and community dynamics within various intersectional identity groups
- To identify central issues, tensions, and structural barriers faced by those who identify as African American
- To explore the development of personality, attitudes, and behavior as informed and framed by cultural worldviews
- To discuss how these factors affect health, well-being, educational experiences, and career trajectories
- To identify individual and community strategies to enhance resilience
## Course Agenda

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<tr>
<th>Weeks</th>
<th>Days</th>
<th>Dates</th>
<th>Course Topics/Content</th>
<th>Readings</th>
<th>What is Due Today?</th>
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<tbody>
<tr>
<td>1</td>
<td>Monday</td>
<td>8/23</td>
<td>• Introduction to the Course, its purpose, structure, syllabus, and deliverables:</td>
<td>N/A</td>
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<td></td>
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<td>- Mondays: New content.</td>
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<td>- Tuesdays: Take comprehension quiz</td>
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<td>- Wednesdays: Discussion post on Monday’s topic to encourage peer-to-peer engagement.</td>
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<td>- Between Wednesdays and Mondays: read, prep assignments</td>
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<td></td>
<td>Tuesday</td>
<td>8/24</td>
<td>• N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>8/25</td>
<td>• N/A</td>
<td>N/A</td>
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| 2     | Monday | 8/30  | • What are disparities?  
• What is a worldview?  
• What is race?  
• How are race, ethnicity, and nationality similar to yet different from each other? | Introduction: Personal Reflections of an African American Psychologist  
   - Victimhood, Separatism, and Anti-Intellectualism: In Defense of Black Culture  
<p>|       | Tuesday| 8/31  | • N/A                                                                                 | N/A              | Comprehension Quiz |
|       | Wednesday| 9/1  | • N/A                                                                                 | N/A              | Discussion Board  |</p>
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| 3     | Monday | 9/6   | • How does race inform worldview? What roles does History play in this process?  
• What is oppression?  
• What is privilege?  
• How are systemic and interpersonal racism similar to yet different from each other? | N/A | Weekly Reading |
|       | Tuesday | 9/7   | • N/A | • N/A | Comprehension Quiz |
|       | Wednesday | 9/8   | • N/A | • N/A | Discussion Board |
| 4     | Monday | 9/13  | • How does a racialized worldview shape behavior?  
• How does racism-as-a-system shape behavior for Black folk? White folk? Non-Black POC? | N/A | Weekly Reading |
|       | Tuesday | 9/14  | • N/A | • N/A | Comprehension Quiz |
|       | Wednesday | 9/15  | • N/A | • N/A | Discussion Board |
| 5     | Monday | 9/20  | • How can these processes, experiences, etc. be internalized?  
  – Internalized Racism (Pyke, 201)  
  – Racial Scripting (Wright, 2007)  
  – Bogle (2001) | N/A | Weekly Reading |
|       | Tuesday | 9/21  | • N/A | • N/A | Comprehension Quiz |
|       | Wednesday | 9/22  | • N/A | • N/A | Discussion Board |
| 6     | Monday | 9/27  | • What are common models of racial identity development?  
  – Cross (1979)  
  – Parham (1991)  
  – Sellers et al. (1998) | • Who Am I? The Search for Black Identity  
  – Cokley (2015) pp. 1-16 | Weekly Reading |
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| 7     | Monday | 10/4  | • What are identity intersections?  
• What is the distinction between intersecting identities and intersectionality? | N/A | Weekly Reading |
|       | Tuesday | 10/5  | N/A | N/A | Comprehension Quiz |
|       | Wednesday | 10/6  | N/A | N/A | Discussion Board |
| 8     | Monday | 10/11 | • Writing Day: Upcoming Essay | N/A | Weekly Reading |
|       | Tuesday | 10/12 | N/A | N/A | Comprehension Quiz |
|       | Wednesday | 10/13 | N/A | N/A | Discussion Board |
| 9     | Monday | 10/18 | • What is “The Achievement Gap?”  
− Cool Pose (Majors and Billson, 1992)  
− Academic Self-Concept (Woodland, 2008) | Racial/Ethnic Identity and Academic Achievement: Is This the Right Paradigm to Explain the Achievement Gap?  
− Black Students and Academic Disidentification: Why Grades Do Not Tell the Entire Story  
− Cokley (2015) pp. 73-92 | Weekly Reading |
|       | Tuesday | 10/19 | N/A | N/A | Comprehension Quiz |
|       | Wednesday | 10/20 | N/A | N/A | Discussion Board  
**Essay**
<table>
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<tr>
<td>10</td>
<td>Monday</td>
<td>10/25</td>
<td>• Self-View: Conversation of Understanding</td>
<td>• Acting White and Oppositional Culture: Missing the Forest for the Trees — Cokley (2015) pp. 35-51</td>
<td>• Weekly Reading</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>10/26</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Comprehension Quiz</td>
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<td></td>
<td>Wednesday</td>
<td>10/27</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Discussion Board</td>
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<tr>
<td>11</td>
<td>Monday</td>
<td>11/1</td>
<td>• Self-View: The Pruitt-Igoe Project</td>
<td>• N/A</td>
<td>• Weekly Reading</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>11/2</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Comprehension Quiz</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>11/3</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Discussion Board</td>
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<tr>
<td>12</td>
<td>Monday</td>
<td>11/8</td>
<td>• In-Class Discussion on Both Videos</td>
<td>• N/A</td>
<td>• Weekly Reading</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>11/9</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Comprehension Quiz</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>11/10</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Discussion Board</td>
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<tr>
<td>13</td>
<td>Monday</td>
<td>11/15</td>
<td>• Sexual Orientation and Gender Identity &amp; Expression Among African Americans</td>
<td>• N/A</td>
<td>• Weekly Reading</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>11/16</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Comprehension Quiz</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>11/17</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Discussion Board</td>
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<tr>
<td>14</td>
<td>Monday</td>
<td>11/22</td>
<td>• What is the impact of minority stress on physical health among Black folx?</td>
<td>• TBD</td>
<td>• Weekly Reading</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>11/23</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Comprehension Quiz</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>11/24</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Discussion Board</td>
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<tr>
<td>15</td>
<td>Monday</td>
<td>11/29</td>
<td>• What is the impact of minority stress on mental health among Black folx?</td>
<td>• TBD</td>
<td>• Weekly Reading</td>
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<tr>
<td></td>
<td>Tuesday</td>
<td>11/30</td>
<td>• N/A</td>
<td>• N/A</td>
<td>• Comprehension Quiz</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>12/1</td>
<td>• N/A</td>
<td>• N/A</td>
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### Required Course Readings


### Course Assignments

<table>
<thead>
<tr>
<th>What is Due?</th>
<th>Point Value?</th>
<th>Due?</th>
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<tbody>
<tr>
<td>1 Weekly Comprehension Quizzes</td>
<td>(5)(14) = 70</td>
<td>Weekly on Tuesdays</td>
</tr>
<tr>
<td>Weekly Discussion Board</td>
<td>(10)(14) = 140</td>
<td>Weekly on Wednesdays</td>
</tr>
<tr>
<td>Essay</td>
<td>50</td>
<td>10/20/2021</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>12/8/2021</td>
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**Total Points Available for Course:** 360
I. Weekly Comprehension Quizzes (5 Points)

These quizzes are designed to assess your knowledge of the week’s core content.

- 5 questions/quiz (2 from the book, 3 from the lecture slides)
- 1 point/question
- Multiple choice format
- Weeks 2-15 on Bb

II. Weekly Discussion Board (10 Points)

Learning is a developmental process that is generally optimized when course content is paired with opportunities for discussion and opportunities to personally reflect. This assignment will provide you such an opportunity to sit back and consider the ways in which the material in class is affecting your beliefs, thoughts, feelings, and behaviors as they relate to people of African descent.

Since COVID-19 has disrupted our ability to have this experience in person, discussion boards will be used in this course to simulate peer-to-peer interactions on matters pertinent to the course content.

You will be challenged to be honest about your experiences balanced with the knowledge that by submitting your reflections consistently, on-time, and in adherence with the expectations (found below), your grade will be based on completion, not my valuation of your thoughts.

The discussion boards will be aligned with course content with the intention of advancing the conversation from “what is___” to “how does ___ relate to the field of applied psychological science” and “how does ___ apply to your life?”

Each week, you will be asked to respond to the prompt (5 points). You will also be asked to respond to at least one of your peers (5 points).

- How long should they be? Between 2 and 3 paragraphs for post. Between 1 and 2 paragraphs for response.
- How many do I need to post? 1 post + 1 response.
- When are posts due? Wednesdays.
- Weeks 2-15 on Bb

III. What is my Worldview? A Reflective Essay (50 Points)

- The title of this course includes “worldview.” A world view is a mental model of reality — a comprehensive framework of ideas & attitudes about the world, ourselves, and life, a system of beliefs, a system of personally customized theories about the world and how it works.
- This assignment helps to unite various elements of that puzzle to help you to (1) understand what a worldview is in general and (2) how this concept applies to you in the context of your lived experiences.
- This three-part assignment will require you to (1) critically examine your background, including past experiences in your life and your values, (2) glean knowledge from your elders, and (3) assess how these factors contribute to how you understand self in the present.
• Option 1: Write an essay (5-7 pages)
• Option 2: Record a video of yourself discussing the topic
• Both options will require you to present your thoughts to the class.
• Due Date: 10/20/2021

IV. Final Exam (100 Points)

• 20 Questions
  – 15 Multiple Choice
  – 5 Short Answer (2 – 3 paragraph range)
• Due Date: 12/8/2021

V. Participation

To derive maximum benefit from this course, each of us must contribute our time and ideas. Participation includes both class attendance and active involvement in class discussions and activities. Active involvement means you must complete the reading assignments for each class meeting and come prepared with reactions and questions to contribute to the discussion. However, quality, rather than quantity, of discussion is important. The main issue is each person’s ability to think about our discussions and readings and contribute to our collective process in a productive way. If you are a person who normally talks a lot in class, try to hold back a bit. If you are usually more reticent, stretch yourself by becoming more verbal. Even if silence is congruent with your personal or cultural style, it is important for students to learn from each other and that requires everyone to participate.

As noted above, this is a class where reflection, self-analysis, and sharing of feelings and experiences is encouraged and expected. Thus, I would like for us all to be actively involved in creating an atmosphere that enables people to take risks and to be active learners in a relatively safe environment. If at any time something inhibits your sense of comfort or safety in the class, I invite you to discuss your concerns with the class and/or with me outside of class.

Online class behavior

• Reflect before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
• Communicate effectively.
  – Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
  – Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
• Sign your name. Take responsibility for your comments in order to build a strong classroom community.
• Foster community. Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
• Be constructive. Challenge ideas and the course content, but do so in positive ways. It’s fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
• Keep the conversation on topic. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.
Technology requirements
Technical requirements for students can be found in this ITS Knowledge Base article.

Technology capabilities
Students in an online course should be able to:
- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the Online at SIUE site.

Course and University policies

Academic integrity/plagiarism
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.

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.

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.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)
Health and Safety
The measures outlined below are required and any student who does not comply may be in violation of the COVID-19 People-Focused Health and Safety Policy, as well as the University’s Student Code of Conduct. The full text of the COVID-19 People-Focused Health and Safety Policy can be found here: https://www.siue.edu/policies/Covid.shtml

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

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE’s COVID-19 People-Focused Health and Safety Policy and temporarily asked to leave the class until they are able...
to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

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

**General Health Measures**

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

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

**Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: [https://www.siue.edu/policies/3c2.shtml](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](https://www.siue.edu/policies/3c1.shtml).

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

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., 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

[Option 1:] 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 or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

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

The Hub https://www.siue.edu/cssi 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?SIUEEdwardsville&layout_id=10.

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.
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