

# Careers in Psychology

PSYC 200-003 (3 credit hours), Spring 2023

Tuesdays & Thursdays, 8:00 a.m. – 9:15 a.m., Alumni Hall 0302

## Please Read This First

Welcome! I hope you are excited for our class. Your first assignment is to read this syllabus and any other course policies or introductory documents posted on [Blackboard](#). (You can find these in the “Read This First” folder in the Coursework section.) After reading, please complete the Syllabus Quiz; a link is below the “Read This First” folder. Until it is due, you have unlimited attempts to complete the quiz. If you have questions about the syllabus or course policies, please ask. Continued enrollment signifies agreement to adhere to course requirements and policies. – Dr. Murphy

## Contact Information

### Dr. Jason Murphy

**Office:** Alumni Hall 0123

**Office Hours:** Tuesdays & Thursdays, 11:00 a.m. – 12:00 p.m.

**Phone:** (618) 650-3725

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**Sydney Johnson**, Teaching Assistant, [sydnjoh@siue.edu](mailto:sydnjoh@siue.edu)

**Office Hours:** Mondays 12:00 p.m. – 1:00 p.m.

Please email at least one hour prior for a Zoom link or earlier to arrange to meet in person.

**Makenzie Kell**, Teaching Assistant, [mkell@siue.edu](mailto:mkell@siue.edu)

**Office Hours:** Mondays 3:00 p.m. – 4:00 p.m.

Please email at least one hour prior for a Zoom link or earlier to arrange to meet in person.

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## I. Readings

- A. Helms, J. L., & Rogers, D. T. (2015). *Majoring in psychology: Achieving your educational and career goals* (2<sup>nd</sup> ed.). Wiley-Blackwell.
- B. Additional readings posted on Blackboard

## II. Course Description

Welcome to Careers in Psychology! This course has a number of goals, paramount among them being an exploration of the many career paths available to psychology majors. I hope you have the opportunity to investigate existing areas of interest within psychology, as well as explore potential career options you had not yet considered. What makes this course different from many within the psychology major is its significant focus on you as a unique individual and your personal and professional development. Yes, traditional lecture will be used to present some course information; however, assignments and exercises are plentiful, and they are tailored to help you explore your own values, interests, and ambitions as they relate to your future career.

## III. Course Objectives for Students

1. Gain a deeper understanding of your interests, skills, and values as they relate to career choices
2. Locate and familiarize yourself with career information and job search resources, including those offered by SIUE
3. Explore ways to professionally network
4. Make an informed decision about your choice to major in psychology
5. Understand SIUE's psychology curriculum requirements, as well as experiential education opportunities
6. Review APA style, 7<sup>th</sup> edition
7. Demonstrate basic understanding of major subfields within psychology
8. Familiarize yourself with the steps necessary to apply to graduate or professional programs
9. Write a resume or curriculum vitae that effectively markets your skills, abilities, and experiences
10. Learn about job search and interviewing strategies

## IV. Course-specific Policies

### Blackboard

We will use [Blackboard](#) as the online communication hub for our face-to-face class. Announcements, updates, grades, some readings, and other important information will be posted to Blackboard. Assignments, except exams, will be submitted through Blackboard. Please check Blackboard daily throughout the semester.

### Class Attendance and Expectations

Students are responsible for ascertaining the policies of instructors regarding absences from class. (Please see university policy 119.)

Attendance will only be taken on the first day of class. (Please see the [First Class Meeting Attendance and Late Course Add Policy](#).) To maximize learning and performance on exams, students are strongly encouraged to attend all class sessions and actively take notes during lecture. Exams are written to emphasize the topics, terminology, explanations, and examples presented in class—some of which are not in the textbook.

Please come to class ready to learn and participate. A student who is ready to learn has turned off electronic devices (with the exception of a laptop or tablet exclusively for note taking) and is alert, awake, and focused (e.g., not sleeping, texting, browsing the Internet, engaging in conversation with others). (Please see the [Classroom Distractions](#) policy for additional information.)

Please actively participate! Ask and answer questions during class. Contribute to discussions. Visit the instructor during office hours. Email with questions.

During exams, students should silence phones and clear their work area of everything except pencils for writing, unless instructed otherwise. Earphones/buds should be removed and put away.

Video, photographic, and audio recording of class sessions are prohibited. (Please see university policies 1L15 and 3C1.)

Please demonstrate respect and professionalism toward the instructor and other members of the class.

## V. Assignments, Exams, and Grading

### Late Work

All assignments are due by the dates and times listed in the [Course Schedule](#), unless the instructor announces a modified deadline. Please submit all assignments through Blackboard. Emailed assignments are not accepted. **No late work is accepted, no exceptions.** Assignments that are late receive zero points. Please do not request to make up missed assignments.

### Assignments

1. The **syllabus quiz** asks questions about this syllabus and documents in the “Read This First” folder on Blackboard. Until it is due, students have unlimited attempts.
2. **Participation points** are offered for attending and participating on unspecified class days. 1-2 points will be offered on each unannounced day. Students are encouraged to attend every class for a chance to earn all points.
3. The **professional communication quiz** asks questions about a related lecture.
4. The **SIUE psychology scavenger hunt** helps students discover academic and career resources offered by SIUE and the Department of Psychology.
5. The **APA style quiz** tests students’ APA style skills.
6. The **resume/curriculum vitae** assignment asks students to create a draft resume or CV, peer review a classmate’s document, and create a final resume or CV.
7. For the **career profile and budget**, students assemble a profile about a selected career and complete a budget based on anticipated income from the career.

8. The **online career assessments** assignment asks students to complete career questionnaires, take screenshots of the results, and write a short reflection paper.
9. Students create a **psychology subfield sales pitch video** 3-5 minutes in length about an assigned subfield and post the video with a discussion question to Blackboard.
10. An **encouragement file** includes pieces of encouragement—verses, letters, pictures, etc. Students create and share a physical or digital encouragement file.

## Exams

There are two multiple-format exams (see [Course Schedule](#) for dates). Exams are not cumulative. Questions focus on material presented during lecture, which is not always included in textbook readings. The instructor will provide answer sheets on exam days. Students should bring pencils. (Please review the [Absence Policy: Exam Days](#) policy.)

## Grading

A student's grade is determined by the total number of points earned during the semester while completing the following course requirements:

1. Syllabus Quiz (10 points)
2. Participation Points (10 points, divided across unannounced days)
3. Professional Communication Quiz (20 points)
4. SIUE Psychology Scavenger Hunt (40 points)
5. APA Style Quiz (20 points)
6. Resume/Curriculum Vitae (30 points)
7. Career Profile and Budget (40 points)
8. Online Career Assessments (50 points)
9. Psychology Subfield Sales Pitch Video (30 points)
10. Encouragement File (10 points)
11. Exam 1/Midterm (60 points)
12. Exam 2/Final (60 points)

There are 380 possible points.

Grades are determined by the following point ranges; percentages are listed for reference. Grades are not rounded or curved.

	Percentage	Points
A	100-90	<b>380-341</b>
B	89-80	<b>340-303</b>
C	79-70	<b>302-265</b>
D	69-60	<b>264-227</b>
F	59-0	<b>226-0</b>

A minimum of 341.00 points is required to earn an A, 303.00 to earn a B, 265.00 to earn a C, and 227.00 to earn a D.

Students are encouraged to regularly check their grades in the My Grades section on Blackboard. Please promptly bring any potential grading errors to the instructor’s attention. Grades will generally not be modified if more than one week has passed since a grade was posted or after the last non-finals-week day of the semester.

## VI. Course Schedule

All material, assignments, and deadlines are subject to change with prior notice. “H&R” in Readings is Helms and Rogers (2015), our textbook. Not all sections of assigned chapters may be discussed in lecture.

<b>Dates</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments/Exams</b>
Week 1 1/10	Welcome Syllabus	Syllabus “Read This First” folder	<b>Syllabus Quiz</b> opens 1/10 9:15am, due 1/17 8:00am
1/12	Encouragement File First Week Assessment Activity Professional Communication		<b>Encouragement File</b> opens 1/12 9:15am, due 4/25 8:00am First Week Assessment Activity (in class) <b>Professional Communication Quiz</b> opens 1/12 9:15am, due 1/19 8:00am
Week 2 1/17	Scavenger Hunt Why Major in Psychology?	H&R Ch. 1	<b>Scavenger Hunt</b> opens 1/17 9:15am, due 1/24 8:00am
1/19	Why Major in Psychology? (cont.) Subfield Sales Pitch Video Study Skills Inventory		Assignment to Subfield for Sales Pitch Video Study Skills Inventory (in class)
Week 3 1/24	APA Style		<b>APA Style Quiz</b> opens 1/24 9:15am, due 1/31 8:00am
1/26	Psychology Advisors Present About the Major, <u>or</u> Succeeding in College and the Psychology Major	H&R Ch. 2 & 3	
Week 4 1/31	Psychology Advisors Present About the Major, <u>or</u> Succeeding in College and the Psychology Major		
2/2	Resumes/CVs (watch online video instructions) Preparing for the Job Market, Networking, & Interviewing	Resumes/CVs handouts Resumes/CVs online video instructions H&R Ch. 5 Getting a Job with a Bachelor’s Degree in Psychology	<b>Resume/CV</b> opens 2/2 9:15am, due 2/9 8:00am
Week 5 2/7	Preparing for and Applying to Graduate School	H&R Ch. 6 & 7 Appleby (2006) Davis et al. (2018)	

Dates	Topics	Readings	Assignments/Exams
2/9	Preparing for and Applying to Graduate School (cont.)		
Week 6 2/14	Careers in Research	H&R Ch. 8	
2/16	Careers in Research (cont.)		
Week 7 2/21	Careers in Clinical and Counseling Psychology	H&R Ch. 10	
2/23	Careers in Clinical and Counseling Psychology (cont.)		
Week 8 2/28	Exam 1 Review		Exam 1 Review (in class)
3/2	<b>Exam 1 – bring pencils</b>		<b>Exam 1 on 3/2</b>
Spring Break 3/7	No class on 3/7 – Spring Break		
3/9	No class on 3/9 – Spring Break		
Week 9 3/14	Careers in Educational and School Psychology	H&R Ch. 11	
3/16	Careers in Educational and School Psychology (cont.)		
Week 10 3/21	Careers in Exercise & Sport Psychology; Health Psychology	H&R Ch. 12 & 13	<b>Career Profile and Budget</b> opens 3/21 9:15am, due 3/28 8:00am
3/23	Careers in Exercise & Sport Psychology; Health Psychology (cont.)		
Week 11 3/28	Careers in Neuropsychology	H&R Ch. 14	
3/30	Careers in Neuropsychology (cont.)		
Week 12 4/4	Careers in Forensic Psychology	H&R Ch. 15	<b>Online Career Assessments</b> opens 4/4 9:15am, due 4/11, 8:00am
4/6	Careers in Forensic Psychology (cont.)		
Week 13 4/11	Academic Careers	H&R Ch. 16	
4/13	Academic Careers (cont.)		
Week 14 4/18	Careers in Industrial and Organizational Psychology	H&R Ch. 9	
4/20	Careers in Industrial and Organizational Psychology (cont.)		
Week 15 4/25	Encouragement File Sharing Semester Wrap-up		Reminder: <b>Encouragement File</b> due 4/25 8:00am
4/27	Exam 2 Review		Exam 2 Review (in class)

**Finals Week: Exam 2 on Wednesday, May 3, 8:00am – bring pencils**

## Psychology Subfield Sales Pitch Video Deadlines

Please post your video and discussion question to the Blackboard discussion board for your subfield by 8:00am (the beginning of class) on the deadline below:

- Careers in Research – 2/14
- Careers in Clinical and Counseling Psychology – 2/21
- Careers in Educational and School Psychology – 3/14
- Careers in Exercise & Sport Psychology – 3/21
- Careers in Health Psychology – 3/21
- Careers in Neuropsychology – 3/28
- Careers in Forensic Psychology – 4/4
- Academic Careers – 4/11
- Careers in Industrial and Organizational Psychology – 4/18

## VII. General Policies

### A. Department

#### Department of Psychology Policy on Incomplete Grades and Withdrawal

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

#### 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 linked information on plagiarism.

## B. Attendance

### Absence Policy: Non-exam Days

Students who need to be absent **on a non-exam day** do not need to notify the instructor. If absent on a non-exam day, please:

- check the syllabus and [Blackboard](#) for topics covered, assigned readings, and announcements. Students are also encouraged to check with a classmate for any missed in-class announcements.
- **review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due.** Even though a student is absent, deadlines for assignments remain the same. Please submit assignments through [Blackboard](#) unless other instructions are provided.
- contact a classmate and ask to copy notes for missed classes. The instructor does not provide notes beyond those posted to [Blackboard](#).
- ask a classmate about any in-class discussions and activities. Regardless of reason (e.g., illness, accommodations), students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged.
- remember that virtual attendance is not available for this in-person course. (Please see the [Face-to-face Course Delivery Policy](#) for more information.)

### Absence Policy: Exam Days

If students need to be absent **on an exam day**, please [notify the instructor by email](#) and attach a copy of documentation for the absence. Documentation is required for a make-up request to be considered. Requests will be considered if documentation is received prior to the exam (for serious prescheduled commitments, such as a university-sponsored athletic event) or within a reasonable timeframe following the exam (for unanticipated emergencies, such as hospitalization). A “reasonable timeframe” is determined by the instructor but generally means within one week from the exam date. Typically, students will not be allowed to make up an exam, even if a make-up is approved, if it is not taken within two weeks of the original exam date. Each request is evaluated on a case-by-case basis.

Examples of documentation include, but aren’t limited to:

- dated funeral notice
- physician’s note with dates a student was unable to attend class due to illness
- hospital admission/discharge paperwork
- documentation of military service
- notice of jury duty
- subpoena for court appearance
- police report for automobile accident
- documentation of participation in a university-sponsored extracurricular event (e.g., athletics, academic conference)



If a request is approved, the instructor or an assistant will schedule a make-up. Make-up exams will cover the same material as the original exam; however, they may contain different questions or question types than the original. Exams for face-to-face courses will be completed in-person on SIUE's campus (i.e., online versions of face-to-face exams are not available).

## Face-to-face Course Delivery Policy

The Department of Psychology has adopted a Policy on Individual Student Teaching Arrangements which states, in part, "All psychology faculty are required to provide the majority of instruction to all students enrolled in a course in the modality in which the course is designed to be taught (e.g., all courses designed as face-to-face courses must be taught in that manner). Psychology faculty may not modify the course modality for individual students enrolled in a course."

Students who remain enrolled in this face-to-face course acknowledge that course content has been developed for in-person, not online, delivery, and they affirm their commitment to in-person attendance. Through their continued enrollment, students also affirm their understanding that neither synchronous nor asynchronous online attendance options are available for this face-to-face course, regardless of reason or circumstance. Students who remain enrolled in this course agree that in-person attendance is essential to receive the instructional experience they enrolled in the course to pursue, virtual attendance options would expose them to a suboptimal educational experience, and virtual attendance options would cause significant disruption to academic programming in this face-to-face course. Rather than seek online attendance options in this section of the course, students who would like an online learning modality agree they will drop this section of the course and enroll in a different section that is designed for online delivery; these sections are designated as either online-synchronous or online-asynchronous by the university.

## First Class Meeting Attendance and Late Course Add Policy

The first class meeting of the semester includes review of the syllabus and discussion of course policies and requirements. An opportunity to ask questions about this information is provided. Because of the importance of this information, first-day attendance is required. Students not physically in attendance for the first class meeting may be dropped from the course. Students who have a substantive reason for missing the first class must email the instructor prior to the first class to request they remain enrolled in the course. Students who are dropped for first class non-attendance will not be readmitted. The instructor does not add students after the first class meeting of the semester, regardless of course enrollment count.

## Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

Students who, because of serious illness, life circumstances, etc., find it necessary to miss many class sessions and are not able to complete assignments by deadlines (please see [Absence Policy: Non-exam Days](#)) or exams within a reasonable timeframe if approved for a make-up (please see [Absence Policy: Exam Days](#)) are encouraged to withdraw from this course and reenroll in a subsequent semester when they can perform at their best. Students who remain enrolled in this course acknowledge that the [Late Work](#) and other related policies will apply in all circumstances. Please see the [Department of Psychology](#)

[Policy on Incomplete Grades and Withdrawal](#) for related information about course withdrawal deadlines.

## C. Accommodations

### Accommodations Statement

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is located in the Student Success Center, Room 1203, [myaccess@siue.edu](mailto:myaccess@siue.edu), 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

### Intermittent/Extended Absences Accommodation Policy

An intermittent/extended absences accommodation formally recognizes that students could have, per Access, “consecutive or recurring absences of five (5) days or more.” It does not allow assignments to be submitted after deadlines in this course. This accommodation, by itself, is not sufficient documentation to request a make-up for missed exams in this course. Students who anticipate missing many class sessions are encouraged to postpone enrollment until a semester when frequent absences are less likely. Students who receive this accommodation and miss class:

- are responsible for checking the syllabus and [Blackboard](#) for topics covered, assigned readings, and announcements. Absent students are also encouraged to check with a classmate for any missed in-class announcements.
- should review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due. Even though a student has received an intermittent/extended absences accommodation, deadlines for assignments remain the same. Please submit assignments through [Blackboard](#) unless other instructions are provided.
- on an exam day should [notify the instructor by email](#) and attach a copy of documentation for the absence (e.g., hospital admission paperwork). The procedure described in the [Absence Policy: Exam Days](#) section will be followed.
- should contact a classmate to copy missed notes. The instructor does not provide notes beyond those posted to [Blackboard](#).
- acknowledge that in-class discussions and activities cannot be replicated. Regardless of reason (e.g., illness, accommodations), students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged.
- are reminded that virtual attendance is not available for this in-person course. (Please see the [Face-to-face Course Delivery Policy](#) for more information.)

It is not necessary to submit an Access Extended/Intermittent Absence Form in this course. The text of this section (“Intermittent/Extended Absences Accommodation Policy”) will serve as the agreement with students who receive this accommodation.

### Testing Accommodations/Extended Time Policy

Some students may be approved for extended testing time by Access. Exams with extended time are usually taken in the Access Testing Center. To use the Testing Center for this accommodation, students:

- use the [Accommodate Portal](#) to request a Testing Center session by 4:30 p.m. at least two business days prior to the in-class exam date (e.g., by 4:30 p.m. Thursday for an exam scheduled the following Monday). Please see the “Testing” and “48-Hour Policy” [sections on the Access website](#) for more information. Requests received less than two business days prior to the exam may be declined by Access or the instructor.
- schedule to take an exam in the Testing Center on the same day the exam is given in class. Requests for a different day may be declined by the instructor.

If a request to use this accommodation is declined because it is received less than two business days prior to an exam date or the request is for a different day than an exam is given in class, the student will take the exam at the scheduled time in class.

## D. Behavior

### Email Etiquette

I am a fan of professional correspondence. When you email, please share the following information. It helps me provide a quick, meaningful response:

- A formal greeting
  - Good: “Hi Dr. Murphy,” “Prof. Murphy,” “Dear Dr. Murphy,”
  - Not-so-good: “Yo!” “Quick question.” “Sup.” “Hey Bob!”
- Course and section number (listed in the syllabus and on Blackboard)
  - Good: “PSYC 111-001” “Psychopathology, section 3”
  - Not-so-good: “Psych class”
- Specific question (not answered in course documents)
  - Good: “What is the difference between the id, ego, and superego in Freud’s theory of personality?”
  - Not-so-good: “I don’t understand that Freud stuff.” “I don’t see where the assignment is.”
- Who you are (first and last name, please)
  - Good: “John Rogers” “Brittany Wills”
  - Not-so-good: “fp” “Leah”

I will try my best to respond within one business day to messages that include the above information.

### No Rounding or Individualized Extra Credit

Final letter grades are based on total points earned and the grading table in the syllabus. Please don’t request rounding or curving. The instructor may deduct points from students who ask. Occasionally, the instructor may offer extra credit opportunities to the whole class. (Extenuating circumstances, such as a specific number of volunteers needed at specific times, may limit ability to participate.). Please don’t ask for individualized extra credit. The instructor may deduct points from students who ask.

## Use Firefox or Chrome to Complete Coursework on Blackboard

Please use [Firefox](#) or [Chrome](#) on a desktop or laptop computer and visit <https://bb.siue.edu> to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a cell phone or tablet. These may improperly display or submit assignments. If you have tech questions, please [ask ITS](#) before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives zero points for an assignment.

## Classroom Distractions

Students have the right to a classroom free of substantive distractions that may adversely impact their ability to learn, including distractions from fellow students. The instructor reserves the right to provide informal corrective feedback to disruptive students, potentially in front of the entire class. Students who anticipate that such an interaction might lead to embarrassment or frustration are encouraged to be mindful of their behavior to prevent the need for such feedback. Extreme or repeated disruptions may be referred to the Department Chair or Office of Student Conduct.

## Personal Disclosures Policy

Students are encouraged not to disclose personal (e.g., healthcare) information to the class. If they choose to share personal information about themselves or people they know, they should anonymize such statements. For example, substitute “a person,” “a man,” “a teenager,” etc. for identifying names or relationships. As a reminder, disclosures made in class are not confidential. The instructor may discuss de-identified clinical examples. Use of de-identified cases for didactics is permitted by the Ethical Principles of Psychologists and Code of Conduct.

University-required syllabus content:  
COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2023)

#### 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.siu.edu/policies/Covid.shtml>  
Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

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

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

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

#### General Health Measures

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siu.edu/coronavirus) website (<https://www.siu.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.siu.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.siu.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.