



## **BAT 445: Autism Spring 2017 Course Syllabus and Calendar**

**Course Time:** Monday, 2:00pm – 4:50pm

**Course Location:** Pulliam, 0039

### **Instructor Information:**

Professor: Mark Dixon, Ph.D., BCBA-D  
Email: mdixon@siu.edu  
Office Hours: Schedule as needed

TA: Becky Barron, B. A.  
Email: rbarron@siu.edu  
Office Hours: Schedule as needed

### **Course Materials:**

Readings for this class will consist of chapters from the assigned texts and research articles. Students are expected to have read all assigned readings prior to the specified class. “Preparation Guides” will be provided to clarify learning objectives. Assigned readings will be provided in advance, and students will be required to purchase the following texts:

- Dixon, M.R. (2014). *PEAK relational training System: Direct training module*. Carbondale, IL: Shawnee Scientific Press.
- Offit, P.A. (2010). *Autism’s false prophets: Bad science, risky medicine, and the search for a cure*. New York: Columbia University Press.
- Tarbox, J. & Tarbox, C. (2016). *Training Manual for Behavior Technicians Working with Individuals with Autism*.
- Silberman, S. (2015). *NeuroTribes: The legacy of autism and the future of neurodiversity*.

### **Course Description:**

This class introduces students to Autism Spectrum Disorder, a prevalent disability in our society. Topics will range from the history of autism, neurological and genetic links to autism, evidenced-based treatment approaches such as Applied Behavior Analysis, lifespan issues in autism, and current research. Students will learn about diagnosis, assessment, and treatment of autism and how individuals manage such disabilities throughout the lifespan.



## Grades:

Your grade will be calculated based on points earned from 3 exams, class participation, a presentation and paper, and final exam.

Weekly Quizzes (11 @ 20 points/ea)	220 pts	<i>Grade distribution:</i>
Participation (2 points/class)	28 pts	A: 385 pts or above
Homework/In-class Activity 1	15 pts	B: 342-384 pts
Homework/In-class Activity 2	15 pts	C: 300-341 pts
Presentation	50 pts	D: 256-299 pts
Paper	50 pts	F: 255 pts or less
Final Exam	50 pts	
Total:	428 pts	

## Weekly Quizzes:

Quizzes will be presented at the end of each class. Exams will consist of short essay, short answer, and multiple-choice questions on the material covered in that class lecture and from the assigned readings you should have completed at the start of class. Your lowest quiz grade will be dropped. No makeup exams will be provided so please plan accordingly.

## Participation:

Participation will be earned via a combination of class participation, in-class assignment completion, and attendance. At the end of each class, a “Preparation Guide” will be sent electronically with a series of questions to help guide your reading and serve as a study aid for quizzes. The “Prep Guides” will NOT be turned in for credit, however during class there will be discussions, so use them to be prepared for lecture and quizzes. If you are absent for ONE class (with prior notice) you may turn in the completed “Prep Guide” for the week to earn the participation points for that week. Additional absences will result in the loss of points.

## Homework/In-class Activities:

*Activity 1:* In class, we will learn how to implement a treatment program (PEAK) using discrete trial training. For homework, you will be required to choose a partner from class to meet up with during the week and practice running a treatment program together. You will record a video of each person implementing the program and send it to the T.A. two days before class that week. In class, you will then learn how to evaluate implementation fidelity for the program using the videos.

*Activity 2:* After completing the above activity, you will be required to sign up for a time to attend an on-campus clinic for approximately 30 minutes to observe and practice implementing a treatment program with a child who has autism. The following week in class we will have group discussion regarding this experience.

More detailed explanations of these activities will be provided during the semester.

**Topics in Autism Presentation:**

Each student will sign up for a 10-minute presentation on a topic covered in this course. A PowerPoint to accompany the oral presentation is required. The student will determine the details of the presentation, but the assigned readings for that topic should be used as a guide. Outside of class references should be included in addition to the assigned readings. Follow the undergraduate/graduate instructions on the following page regarding requirements for references. Presentations will be assessed using the rubric below:

Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1-0 Unacceptable	Score	Weight	Total
Organization	Has a clear opening statement that catches audience's interest; maintains focus throughout; summarizes main points	Has opening statement relevant to topic and gives outline of speech; is mostly organized; provides adequate "road map" for the listener	Has no opening statement or has an irrelevant statement; gives listener no focus or outline of the presentation		X 2	
Content	Demonstrates substance and depth; is comprehensive; shows mastery of material	Covers topic; uses appropriate sources; is objective	Does not give adequate coverage of topic; lacks sources		X 2	
Delivery	Has natural delivery; modulates voice; is articulate; projects enthusiasm, interest, and confidence; uses body language effectively	Has appropriate pace; has no distracting mannerisms; is easily understood;	Is often hard to understand; has voice that is too soft or too loud; has a pace that is too quick or too slow; demonstrates one or more distracting mannerisms		X 2	
Use of media	Uses slides effortlessly to enhance presentation; has an effective presentation without media	Looks at slides to keep on track; uses an appropriate number of slides	Relies heavily on slides and notes; makes little eye contact; uses slides with too much text		X 2	
Response to Questions	Demonstrates full knowledge of topic; explains and elaborates on all questions	Shows ease in answering questions but does not elaborate	Demonstrates little grasp of information; has undeveloped or unclear answers to questions		X 2	
Total Score:						



## **Topics in Autism Paper:**

### **Undergraduate Student Requirements:**

A 3-5 page paper summarizing your Topics in Autism Presentation will be submitted on the day of each student's presentation. This should include at least an introduction to the topic, information gathered from your research, a conclusion, and at least the 3 outside references from the presentation. Additionally, papers must be formatted according to American Psychological Association Publication Standards (if you are not currently familiar with the latest requirements, I suggest you refer to [www.apa.org](http://www.apa.org) or obtain a copy of the current publication standards). Up to 5 points will be deducted from your overall grade for neglecting to properly format your work. The rubric on the following page will be used as a guide for grading papers.

### **Graduate Student Requirements:**

A 20-page paper (excluding references) summarizing your Topics in Autism Presentation will be submitted on the day of each student's presentation. This should include at least an introduction to the topic, information gathered from your research, a conclusion, and at least the 10 outside references from the presentation. Additionally, papers must be formatted according to American Psychological Association Publication Standards (if you are not currently familiar with the latest requirements, I suggest you refer to [www.apa.org](http://www.apa.org) or obtain a copy of the current publication standards). Up to 5 points will be deducted from your overall grade for neglecting to properly format your work. The rubric on the following page will be used as a guide for grading papers.

## Topics in Autism Paper Rubric

Standards	0-1 Beginning	2-4 Approaching	5-7 Meeting	8-10 Exceeding	Score	Weight	Total	
<b>Content &amp; Development</b>	-Content is incomplete. -Major points are not clear .	-Major points are addressed, but not well supported. - Responses are inadequate or do not address assignment.	- Content is accurate. -Major points are stated. -Content and purpose of the writing are clear.	-Content is comprehensive, accurate. -Major points are stated clearly and are well supported.		X 1.5		
<b>Grammar, Punctuation &amp; Spelling</b>	-Paper contains numerous grammatical, punctuation, and spelling errors.	-Paper contains few grammatical, punctuation and spelling errors.	-Rules of grammar, usage, and punctuation are followed with minor errors that do not detract from the readability of the work.	- Rules of grammar, usage, and punctuation are followed; spelling is correct.		X 1		
<b>Organization &amp; Structure</b>	-Organization and structure detract from the message. -Paragraphs are disjointed and lack transition of thoughts.	-Structure is not easy to follow. -Paragraph transitions need improvement. -Conclusion is missing.	-Structure is mostly clear and easy to follow. -Paragraph transitions are present. -Conclusion is logical.	-Structure is clear and easy to follow. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper.		X 1.5		
<b>Format</b>	-Paper lacks many elements of correct formatting. -Paper is inadequate in length.	-Paper follows most guidelines.	-Paper follows designated guidelines. -Paper is the appropriate length as described for the assignment.	-Paper is the appropriate length as described for the assignment. -Format enhances readability of paper.		X 1		
Total Score:								

**Final Exam:**

A cumulative final exam include short essay, short answer, and multiple choice questions will be administered during finals week at the time noted on the SIU website. The “Prep Guides” from each class can be utilized as a study aid for this exam.

**Students with Disabilities:**

Students with disabilities must contact the University’s Disability Support Services at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. Please stop by their office in Woody Hall, or refer to the DSS website for further information: <http://disabilityservices.siuc.edu/>.

**Academic Dishonesty:**

You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs.

### Class Schedule:

Section	Date	Topics	Assigned Readings	Presentations/ Quizzes
<b>I. History and Etiology</b>	1/16	N/A	No Class, MLK Day	N/A
	1/23	-Introduction to course -Overview of ASD	N/A	N/A
	1/30	-ASD -Diagnosis	<ul style="list-style-type: none"> <li>• Offit (2010) Chap 1, 2 &amp; 3</li> <li>• Mash &amp; Wolfe (2010) Chap 10</li> <li>• Matson (2008) Chap 1</li> <li>• DSM-5 Diagnosis Criteria Link</li> <li>• New Yorker Autism Book Review</li> </ul>	<i>Quiz 1</i>
	2/6	-Contemporary Controversial Theories about Autism	<ul style="list-style-type: none"> <li>• Offit (2010) Chap 4, 5, 6, &amp; 7</li> <li>• Bernier &amp; Gerdts (2010) Chap. 2</li> <li>• Herbert, Sharp, &amp; Guadiano (2002)</li> <li>• Kirby (2009) (Link below)</li> <li>• Rao &amp; Andrade (2011)</li> </ul>	<i>Quiz 2</i>  “Vaccine Controversy” Presentation & Paper Due  “Autism Epidemic” Presentation & Paper Due
	2/13	-Neurological & Genetic Theories -Current Evidence	<ul style="list-style-type: none"> <li>• Offit (2010) Chap 8, 9, 10, 11</li> <li>• Bernier &amp; Gerdts (2010) Chap 1: “Genetic Factors” &amp; “Brain Development”</li> <li>• Minshew &amp; Williams (2007)</li> <li>• Delvin &amp; Scherer (2012)</li> </ul>	<i>Quiz 3</i>  “Neurology & Autism” Presentation & Paper Due  “Genetics & Autism” Presentation & Paper Due
	2/20	-Organizational Position Statements on Autism -Overview of Legal Aspects	<ul style="list-style-type: none"> <li>• Tarbox &amp; Tarbox (2016) Chap 1 &amp; 2</li> <li>• Combating Autism Act of 2006</li> <li>• CARES Act</li> <li>• Individual with Disabilities Education Act of 2004 (Parts A &amp; B)</li> <li>• Meyers et al (2007)</li> </ul>	<i>Quiz 4</i>  “Legal Aspects of Autism” Presentation & Paper Due
<b>II. Treatment &amp; Assessment</b>	2/27	-Overview of Evidence-Based Practices	<ul style="list-style-type: none"> <li>• Tarbox &amp; Tarbox (2016) Chap 3 &amp; 4</li> <li>• NAC Standards Report (Review)</li> <li>• Simpson (2005)</li> <li>• Matson (2008) Chap 2</li> </ul>	<i>Quiz 5</i>  “Standards-Based Practices” Presentation & Paper Due
	3/6	N/A	<ul style="list-style-type: none"> <li>• Spring Break</li> </ul>	N/A

	3/13	-Early Intervention -Comprehensive Treatment Programs	<ul style="list-style-type: none"> <li>• Tarbox &amp; Tarbox (2016) Chap 5</li> <li>• Corsello (2005)</li> <li>• Reichow (2012)</li> <li>• Matson (2008) Chap 12</li> </ul>	<p><b>Quiz 6</b></p> <p>“Early Intervention” Presentation &amp; Paper Due</p> <p>“Pivotal Response Treatment” Presentation &amp; Paper Due</p>
	3/20	-Applied Behavior Analysis & Autism: History	<ul style="list-style-type: none"> <li>• Tarbox &amp; Tarbox (2016) Chap 6 &amp; 7</li> <li>• Giraldo (2012)</li> <li>• Lovaas (1981) Intro</li> <li>• Lovaas (1987)</li> </ul>	<p><b>Quiz 7</b></p> <p>“Lovaas Method” Presentation &amp; Paper Due</p> <p>“Naturalistic Teaching Strategies” Presentation &amp; Paper Due</p>
	3/27	-Applied Behavior Analysis: Contemporary Technologies	<ul style="list-style-type: none"> <li>• Silberman (2015) Chap 1 &amp; 2</li> <li>• Matson (2008) Chap 9</li> <li>• Foxx (2008)</li> <li>• Dixon (2014) (PEAK) Introduction</li> </ul>	<p><b>Quiz 8</b></p> <p>“What is ABA?” Presentation &amp; Paper Due</p> <p>“Functional Analysis” Presentation &amp; Paper Due</p>
	4/3	-Applied Behavior Analysis: Treatments & Randomized Control Trials	<ul style="list-style-type: none"> <li>• Silberman (2015) Chap 3 &amp; 4</li> <li>• Eikeseth (2002)</li> <li>• Dawson et al (2011)</li> <li>• McKeel et al (2015)</li> </ul>	<p><b>Quiz 9</b></p> <p>“Discrete Trial Training” Presentation &amp; Paper Due</p> <p>“PEAK Relational Training” Presentation &amp; Paper Due</p>
	4/10	-Assessment & Evaluation	<ul style="list-style-type: none"> <li>• Silberman (2015) Chap 5 &amp; 6</li> <li>• Koegal et al (1997)</li> <li>• Gould et al (2011)</li> <li>• Lord et al (2000)</li> <li>• Dixon et al (2014)</li> </ul>	<p><b>Quiz 10</b></p> <p>“Standardized Testing and Autism” Presentation &amp; Paper Due</p> <p><u>Homework Activity 1 Due</u></p>

<b>III. Related Issues &amp; Future Directions</b>	4/17	-Lifespan & Transition Issues	<ul style="list-style-type: none"> <li>• Silberman (2015) Chap 7 &amp; 8</li> <li>• Matson (2008) Chap 3</li> </ul>	<p><b>Quiz 11</b></p> <p>“Lifespan Issues for Individuals with Autism” Presentation &amp; Paper Due</p> <p><u>Homework Activity 2 Due</u></p>
	4/24	-Careers in Autism	<ul style="list-style-type: none"> <li>• Silberman (2015) Chap 9, 10, &amp; 11</li> </ul> <p>*In Class Project: Research career options related to ASD in groups and present to one another.</p>	N/A
	5/1	-Emerging Research & Future Directions	<ul style="list-style-type: none"> <li>• Silberman (2015) Chap 12</li> <li>• Matson (2008) Chap 2: “<i>Summary and Future Directions</i>”</li> <li>• Damiano et al (2014)</li> </ul>	<b>Quiz 12</b>
	5/8		Time: 2:45pm -4:45pm	<b>FINAL EXAM</b>

### Assigned Reading List

(DSM-5 Diagnostic Criteria Link)

American Psychiatric Association. Diagnostic and statistical manual of mental disorders. 5th ed. Arlington, VA: American Psychiatric Association; 2013. Retrieved from: <http://www.cdc.gov/ncbddd/autism/hcp-dsm.html>

Bernier, R. & Gerdtz, J. (2010). *Autism spectrum disorders: A reference handbook*. Santa Barbara, CA.: ABC-CLIO, LLC.

Combating Autism Act of 2006. Pub. L. No. 109-416.

Corsello, C.M. (2005). Early intervention in autism. *Infants & young children*, 18(2), 74-85.

Damiano, C.R., Mazefsky, C.A., White, S.W., & Dichter, G.S. (2014). Future directions for research in autism spectrum disorders. *Journal of Clinical Child & Adolescent Psychology*, 43(5), 828-843.

Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J., Donaldson, A., & Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The early start Denver model. *Pediatrics*, 125(1), 17-23

Delvin, B. & Scherer, S.W. (2012). Genetic architecture in autism spectrum disorder. *Current Opinion in Genetic & Development*, 22, 229-237.

- Dixon, M.R., Whiting, S.W., Rowsey, K., & Belisle, J. (2014). Assessing the relationship between intelligence and the peak relational training system. *Research in Autism Spectrum Disorders*, 8, 1208-1213.
- Eikeseth, S., Smith, T., Jahr, E., & Eldevik, S. (2002). Intensive behavioral treatment at school for 4- to 7-year-old children with autism: A 1-year comparison controlled study. *Behavior Modification*, 26(1), 49-68.
- Foxx, R.M. (2008). Applied behavior analysis treatment of autism: The state of the art. *Child and Adolescent Psychiatric Clinics of North America*, 17, 821-834.
- Giraldo, B. (2012, January). *Applied behavior analysis and autism spectrum disorders: The beginnings of a successful relationship*. Poster presented at the 6<sup>th</sup> Autism Conference: Science-Based Social and Communication Strategies in Autism. Association of Behavior Analysis International, Philadelphia, PA.
- Gould, E., Dixon, D.R., Najdowski, A.C., Smith, M.N., Tarbox, J. (2011). A review of assessments for determining the content of early intensive behavioral intervention programs for autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5, 990-1002.
- Hall, S.S. (2015). Solving the autism puzzle. *Technology Review*. Retrieved from: <http://www.technologyreview.com/photoessay/533501/solving-the-autism-puzzle/>
- Herbert, J.D., Shart, I.R., Guadiano, B.A. (2002). Separating fact from fiction in the etiology and treatment of autism: A scientific review of the evidence. *The Scientific Review of Mental Health Practice*, 1(1). Retrieved from: <http://www.srmhp.org/0101/autism.html>
- Individuals with Disabilities Education Act of 2004, Pub. L. No. 108-446.
- Kirby, D. (2009, November 5). Government concedes vaccine-autism case in federal court – now what? *The Huffington Post*. Retrieved from: [http://www.huffingtonpost.com/david-kirby/government-concedes-vacci\\_b\\_88323.html](http://www.huffingtonpost.com/david-kirby/government-concedes-vacci_b_88323.html)
- Koegel, L.K., Koegel, R.L., Smith, A. (1997). Variables related to differences in standardized test outcomes for children with autism. *Journal of Autism and Developmental Disorders*, 27(3), 233-243.
- Locwin, B. & Entine, J. (2015, April 27). Autism in our dna? Slew of studies points to genetics as main driver, but there is no “autism gene.” *Genetic Literacy Project*. Retrieved from: <http://www.geneticliteracyproject.org/2015/04/27/autism-in-our-dna-slew-of-studies-points-to-genetics-as-main-driver-but-there-is-no-autism-gene/>
- Lord, C., Risi, S., Lambrecht, L., Cook Jr., E.H., Leventhal, B.L., DiLavore, P.C., Pickles, A., Rutter, M. (2000). The autism diagnostic observation schedule-generic: A standard

- measure of social and communication deficits associated with the spectrum of autism. *Journal of Autism and Developmental Disorders*, 30(3), 205-223.
- Lovaas, O.I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55(1), 3-9.
- Lovaas, O.I. (1981). *Introduction*. In *Teaching developmentally disabled children: The me book*. Austin, TX: PRO-ED, Inc.
- Mash, E.J. & Wolfe, D.A. (2010). *Autism spectrum disorders and childhood-onset schizophrenia*. In *Abnormal child psychology: Fourth edition*. Belmont, CA: Wadsworth.
- Matson, J.L. (2008). *Clinical Assessment and Intervention for Autism Spectrum Disorders*. Burlington, MA, Oxford, UK, & London, UK.: Elsevier, Inc.
- McKeel, A.N., Dixon, M.R., Daar, J.H., Rowsey, K.E., & Szekely, Susan. (2015). Evaluation the efficacy of the peak relational training system using a randomized controlled trial of children with autism. *Journal of Behavioral Education*.
- Minschew, N.J. & Williams, D.L. (2007). The new neurobiology of autism: Cortex, connectivity, and neuronal organization. *Archives of Neurology*, 64(7), 945-950.
- Myers, S.M., Johnson, C.P., & the Council on Children With Disabilities. (2007). Management of children with autism spectrum disorders. *Pediatrics*, 120(5), 1162-1182.
- National Autism Center. (2009). National standards report: The national standards project-addressing the need for evidence-based practice guidelines for autism spectrum disorders.
- Offit, P.A. (2010). *Autism's false prophets: Bad science, risky medicine, and the search for a cure*. New York: Columbia University Press.
- Rao, T.S.S. & Andrade, C. (2011). The mmr vaccine and autism: Sensation, refutation, retraction, and fraud. *Indian Journal of Psychiatry*, 53(2), 95-96.
- Reichow, B. (2012). Overview of meta-analyses on early intensive behavioral intervention for young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42, 512-520.
- Sfari, S.D. (2014, November 25). New gene studies suggest there are hundreds of kinds of autism. *Wired*. Retrieved from: <http://www.wired.com/2014/11/autism-genetics/>.
- Silberman, S. (2015). *NeuroTribes: The legacy of autism and the future of neurodiversity*.
- Simpson, R.L. (2005). Evidenced-based practices and students with autism spectrum disorders. *Focus on autism and other developmental disabilities*, 20(3), 140-149.

van Heijst, B.F. & Geurts, H.M. (2015). Quality of life in autism across the lifespan: a meta-analysis. *Autism*, 19(2), 158-67.

Tarbox, J. & Tarbox, C. (2016). *Training Manual for Behavior Technicians Working with Individuals with Autism*.



**IMPORTANT DATES \***

<u>Semester Class Begins:</u> .....	<b>08/22/2016</b>
<u>Last day to add full-term course</u> (without Dean's signature): .....	<b>08/28/2016</b>
<u>Last day to withdraw from the University with a full refund:</u> .....	<b>09/02/2016</b>
<u>Last day to drop a full-term course for a credit/refund:</u> .....	<b>09/04/2016</b>
<u>Deadline to apply to graduate at the end of this term:</u> .....	<b>09/16/2016</b>
<u>Last day to drop a full-term course (W grade, no refund):</u> .....	<b>10/30/2016</b>
<u>Final examinations:</u> .....	<b>12/12–12/16/2016</b>
<u>Commencement:</u> .....	<b>12/17/2016</b>

*Note: For more detailed information on the above deadlines, please visit <http://registrar.siu.edu/calendars>. For add/drop dates that apply to shorter-than-full-term courses, please look at the [Schedule of Classes](http://registrar.siu.edu/schedclass/index.php) search results at <http://registrar.siu.edu/schedclass/index.php>*

**FALL SEMESTER HOLIDAYS**

- Labor Day Holiday 09/05/2016
- Fall Break 10/08—10/11/2016
- Veterans Day Holiday 11/11/2016
- Thanksgiving Vacation 11/23—11/27/2016

**WITHDRAWAL POLICY ~ Undergraduate only**

Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar's office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit: <http://registrar.siu.edu/students/withdrawal.php>

**INCOMPLETE POLICY~ Undergraduate only**

An INC grade may be assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments for the course. An INC must be changed to a completed grade within one full semester (undergraduates), and one full year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements within the time period designated, the incomplete will be converted to a grade of F and such grade will be computed in the student's grade point average. *For more information visit:*

<http://registrar.siu.edu/grades/incomplete.php>

**REPEAT POLICY**

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned.

This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. *See full policy at*

<http://registrar.siu.edu/students/repeatclasses.php>

**GRADUATE POLICIES**

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at

<http://gradschool.siu.edu/about-us/grad-catalog/>

**DISABILITY POLICY**

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

**PLAGIARISM**

Student Conduct Code <http://srr.siu.edu/student-conduct-code/>

Guidelines for Faculty <http://pvcaa.siu.edu/common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf>

**SAFETY AWARENESS FACTS AND EDUCATION**

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

<http://safe.siu.edu>

**SALUKI CARES**

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: call(618) 453-1492, email [siucares@siu.edu](mailto:siucares@siu.edu), or <http://salukicare.siu.edu/>

**SIU's EARLY WARNING INTERVENTION PROGRAM (EWIP)**

Students enrolled in courses participating in SIU's Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum's Overview webpage:

<http://corecurriculum.siu.edu/program-overview/>

**EMERGENCY PROCEDURES**

We ask that you become familiar with **Emergency Preparedness @ SIU**. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. *To register for alerts visit:* <http://emergency.siu.edu/>

**STUDENT MULTICULTURAL RESOURCE CENTER**

The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. *Visit us at* <http://inclusivexcellence.siu.edu/>

<http://inclusivexcellence.siu.edu/>

**LEARNING AND SUPPORT SERVICES**

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

**Tutoring :** <http://tutoring.siu.edu/>

**Math Labs** <http://math.siu.edu/courses/course-help.php>

**WRITING CENTER**

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit:

<http://write.siu.edu/>

**AFFIRMATIVE ACTION & EQUAL OPPORTUNITY**

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. *For more information visit:* <http://diversity.siu.edu/#>

**MILITARY COMMUNITY**

There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at

<http://veterans.siu.edu/>

*Additional Resources:*

**ADVISEMENT:** <http://advisement.siu.edu/>

**SIU ONLINE:** <https://online.siu.edu/>

**SALUKI SOLUTION FINDER:** <http://solutionfinder.siu.edu/>

**MORRIS LIBRARY HOURS:** <http://libguides.lib.siu.edu/hours>