Spring 2015

**TEP Conceptual Framework:**
The conceptual framework identified by Southern Illinois University Carbondale's College of Education and Human Services illustrates the professional community's commitment to preparing reflective educational leaders at both the undergraduate and graduate level. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU’s Teacher Education Program:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession. Course Objectives: 2, 8 & 9

Reflective educational leaders understand the vast array of literacies students need to function in today's modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy. Course Objectives: 1, 6 & 8

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning. Course Objectives: 2, 3, 4, 5, 6 & 7

**Course Description:**

EDUC 312-1 to 8 Field Observation and Participation. Allows the pre-service teacher candidate to observe and participate in activities and experiences related to their major. Field experiences are correlated with courses in the student’s major department. Enrollment is coordinated by the student’s major department and placement in public school settings is coordinated by the Office of Teacher Education. Prerequisite: EDUC 313 or concurrent enrollment, or permission from instructor or the Director of Teacher Education.

Course Relationship to the Conceptual Framework

EDUC 312 supports the Conceptual Framework by developing reflective educational leaders in the tenets of ‘Engagement’ as ethical and reflective practitioners, ‘Literacies’ as they include knowledge of reading, writing, and aural communication within the content area, and ‘Identities’ in their understanding of the many diversities and experiences of all students in order to create instructional opportunities to maximize student learning.
Course Objectives:

As a reflective educational leader, the teacher candidate will:

EDUC 312:
1. create and facilitate learning experiences that make connections to other content areas and to life experiences; (2N & 3L)
2. when planning instruction, work with others to address goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006); (3O & 3P)
3. analyze the classroom environment to create a safe and healthy environment that enhances cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; (4I & 4L)
4. create clear expectations and procedures and use strategies to create a smoothly functioning learning community; (4J, 4K, 4O, 4P & 4Q)
5. organize, allocate, and manage time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities to encourage critical and creative thinking; (4M & 5L)
6. use student data to select multiple strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences; (5I, 5M & 5P)
7. vary his or her role in the instructional process as instructor, facilitator, coach, or audience to engage students in activities that help them develop the motivation to learn; (4N & 5K)
8. model and facilitate effective use of current and emerging digital tools to support learning; (5O)
9. follow laws and rules as a foundation for the fair and just treatment of all students and demonstrate an understanding of emergency response procedures as required by the School Safety Drill Act [105 ILCS 128/1]; (9B, 9C)
10. model professional behavior that reflects honesty, integrity, personal responsibility, altruism, and respect including accurate data management that protects student and family confidentiality; (9I, 9J)
11. reflect on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth; (9K)
12. demonstrate an awareness of and compliance with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4]. (9R)

Clinical Attendance Requirements:

- You are required to be in your clinical placement until Friday, May 8, 2015.
- Arrival and departure times to be confirmed by your CT and CS.
- Candidates follow the University Calendar and must be aware of their Clinical Site calendar for attendance purposes.
- Maintain a Clinical Practice attendance sheet (provided) that should be kept in your respective classroom until the end of the semester. Absences are documented here as well.
- At the end of the semester, your Cooperating Teacher will hold your original attendance sheet to be given to your Clinical Supervisor. You should make a COPY for your records prior to your last departure.
- Any missed day(s) due to either public school or university holidays/breaks or illnesses must be made up and should be rescheduled during the week the absence occurs – consult with your CT & CS.
- On a day you are going to be absent, IF you must be absent, you are required to contact your Clinical Supervisor and Cooperating Teacher PRIOR to the absence. In the event of illness, you must contact your Clinical Supervisor FIRST - by phone – NOT email or text!
Professional Conduct:
This is the one area that seems to impact a student’s final grade more than any other area. When your Cooperating Teacher asks you to assist in an upcoming lesson, treat this as an opportunity to demonstrate your best teaching skills. Given the nature of your visits, it is recommended that you exchange e-mails with your Cooperating Teacher and correspond between your visits. Lesson plans may be sent as attachments. You should review the TEP Dispositions expected of you. The following dispositions will go a long way in establishing a collaborative relationship with your Cooperating Teacher: inquisitive, positive, confident, creative, and dependable.

SHOW INITIATIVE!
INTERACT WITH THE STUDENTS!
SUPPORT THE TEACHER’S CURRICULUM!

Course/Clinical Requirements:

- Your active participation/engagement with the students in your classroom is imperative. Your CT will help guide you in your activities.
- Assignments in methods courses may require you to complete assignments requiring you to collect information from your clinical assigned classroom – this must not distract from your active participation/engagement with the students.
- Use of the technology skills from TECH I & II should be utilized and demonstrated in your assigned classroom.
- You will schedule and teach 2 formal lessons for your CS to observe and 1 for your CT (3 different lessons). 1 of the formal lessons for your CS will be video-taped. Check with your CS regarding due dates.
- Your CS will make 3 additional informal contacts with your throughout the semester.

Note:
If you need course adaptations or accommodations because of a disability, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, you should talk with your Cooperating Teacher and your Clinical Supervisor in the beginning of the semester so that special arrangements may be made for your as soon as possible. Please note that it is fundamental that an SIU student be able to meet the requirements of this course within the allotted time frame.

EDUC 312 ACTIVITIES

The following activities are either required or suggested as appropriate for pre-service teachers at this level of Clinical Experience. The first column of blank spaces can be used at the beginning of the experience to establish a specific goal date for accomplishing activities. Once the EDUC 312 teacher candidate has completed the activity, it can be noted or dated in the second column. This section is available for planning purposes; other activities deemed appropriate by the Cooperating Teacher and Clinical Supervisor can be added. 2010 Illinois Professional Teaching Standards aligned with these activities are noted in parentheses.

REQUIRED
1. ____  ____  Plan, implement, and assess teacher candidate performance in two full lessons (3 & 5).
2. ____  ____  Observe classroom teachers delivering instruction, and complete written reflective assignments about the observations. (9)
3. ____  ____  Assist the teacher in preparation of materials for instruction involving the use of technology. (3, 8)
4. _______ _______ Secure permissions to video tape the teacher candidates performance in the classroom working with the pupils.

OPTIONS

4. _______ _______ Tutor an individual teacher candidate. (1)
5. _______ _______ Plan and implement a small group lesson to address the learning needs of special populations, such as developmentally advanced or delayed students. (1, 3, 5, 6)
6. _______ _______ Assist the cooperating teacher in developing a simple evaluation instrument, such as a quiz, in relationship to a unit or units observed. (3, 8)
7. _______ _______ Assist the cooperating teacher in grading student assignments and recording grades. (8)
8. _______ _______ Assist the cooperating teacher room teacher in administering simple diagnostic assessments. (1, 6, 8)
9. _______ _______ Observe a teacher-student conference. (1, 6, 8)
10. _______ _______ Identify the learning resources available in the school and community. (9)
11. _______ _______ Create a bulletin board. (6)
12. _______ _______ Check attendance and perform other routine housekeeping duties. (9)
13. _______ _______ Attend a department, faculty, PTA or school board meeting. (8, 9)
14. _______ _______ Participate, if possible, in a field trip. (8)
15. _______ _______ Assist a member of the professional staff in an extracurricular activity. (8, 9)
16. _______ _______ Identify the special personnel available in the school, i.e., resource teachers, psychologist, social worker, etc. (8, 9)
17. _______ _______ Assist the teacher in such activities as hall duty, cafeteria duty, bus duty, etc., if these responsibilities occur during the teacher candidate’s scheduled clinical hours. (8, 9)
18. _______ _______ Observe an IEP meeting (1, 3)

Clinical Site Orientation Assignments

Student_____________________________ Semester ___________ Year ______

<table>
<thead>
<tr>
<th>TASK</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT Initial/Date</td>
<td></td>
</tr>
</tbody>
</table>

Complete the tasks on this form and retain for proof of completion.

ASSIGNMENTS

1. Arrival 1st Day
   Intro Office Staff
   Ck-in in Office
   Sign-in Procedures
<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ck on Parking Pref.</td>
</tr>
<tr>
<td>Provide CT contact info</td>
</tr>
<tr>
<td>Secure CT contact info, contact preferences</td>
</tr>
<tr>
<td><strong>2. Secure Daily Schedule</strong></td>
</tr>
<tr>
<td>Establish Arrival/Dept times</td>
</tr>
<tr>
<td><strong>3. Classroom Rules</strong></td>
</tr>
<tr>
<td>Secure, Know and Use</td>
</tr>
<tr>
<td><strong>4. Class List/Seating</strong></td>
</tr>
<tr>
<td>Know the students</td>
</tr>
<tr>
<td><strong>5. Tour School</strong></td>
</tr>
<tr>
<td>Intro to faculty &amp; staff</td>
</tr>
<tr>
<td>Policy based on Law</td>
</tr>
<tr>
<td><strong>7. Secure Disaster Plans</strong></td>
</tr>
<tr>
<td>Know the Drills</td>
</tr>
<tr>
<td><strong>8. District Calendar</strong></td>
</tr>
<tr>
<td>District, School, Classroom</td>
</tr>
<tr>
<td><strong>9. Classroom Routine</strong></td>
</tr>
<tr>
<td>Weekly schedule, activities</td>
</tr>
<tr>
<td><strong>10. Student Special Needs</strong></td>
</tr>
<tr>
<td>Who, What and What to do (review IEPs, medical needs)</td>
</tr>
<tr>
<td><strong>11. Observation of Cooperating Teacher</strong></td>
</tr>
<tr>
<td>A. Teaching Lessons</td>
</tr>
<tr>
<td>B. Teaching Style(s)</td>
</tr>
<tr>
<td>C. Discipline Strategies</td>
</tr>
<tr>
<td>D. Student Behavior During Different Classes/Activities</td>
</tr>
<tr>
<td>Secure Standards and Curriculum Guides</td>
</tr>
</tbody>
</table>

Tasks should be completed by the end of the second week in the clinical site.

**EDUC 312 - Evaluation**

Teacher Candidate: ___________________________  Cooperating Teacher: ___________________________

Clinical Supervisor: ___________________________  Date: ___________________________

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>UNACCEPTABLE</th>
<th>DEVELOPING/NEEDS IMPROVEMENT</th>
<th>TARGET/PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of content and Pedagogy</td>
<td>Makes content errors or does not correct errors by students. Displays little understanding of prerequisite knowledge important to learning of content. Displays little understanding of pedagogical approaches suitable to student learning of content.</td>
<td>Familiar with important concepts, not with how concepts relate. Awareness of prerequisite learning, though knowledge incomplete. Plans and practice reflect limited range of pedagogical approaches to discipline.</td>
<td>Displays solid knowledge of important concepts in discipline and how they relate. Demonstrates accurate understanding of prerequisite relationship among topics. Plans and practice reflect familiarity with wide range of effective pedagogical approaches in subject.</td>
</tr>
<tr>
<td>Knowledge of learning process</td>
<td>Displays minimal understanding of how students learn, little knowledge of</td>
<td>Displays accurate knowledge of how students learn</td>
<td>Understands active nature of student learning and attains information</td>
</tr>
<tr>
<td><strong>and students</strong></td>
<td>varied approaches to learning, knowledge and skills, special needs, individual interests and cultural heritages; does not indicate that such knowledge is valuable. Does not adjust practice to meet the needs of each student in the content area.</td>
<td>and of their varied approaches to learning, knowledge and skills, special needs, interests and cultural heritages, yet applies knowledge to class as whole, not to individual students. Sometimes, but not consistently, adjusts practice to meet the needs of each student in the content areas.</td>
<td>about levels of development for groups. Acquires knowledge from sources about groups of students' varied approaches to learning, knowledge and skills, special needs, interests, and cultural heritages. Adjusts practice to meet the needs of each student in the content areas.</td>
</tr>
<tr>
<td><strong>Classroom Environment</strong></td>
<td>Classroom environment is unsafe, or learning is not accessible to many. Poor alignment between arrangement of furniture/resources, including technology, and the lesson activities.</td>
<td>Classroom is safe and essential learning is accessible to most students. Makes modest use of physical resources, computer technology. Attempts to match classroom to lesson ineffectively.</td>
<td>Classroom is safe and students have equal access to learning activities; ensures that classroom arrangement is appropriate to the learning activities and uses physical resources, including computer technology effectively.</td>
</tr>
<tr>
<td><strong>Co-Planning</strong></td>
<td>Relationships with colleagues are negative or self-serving. Avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Does not use effective co-planning and co-teaching techniques to deliver instruction. Avoids becoming involved in school events or district projects.</td>
<td>Maintains cordial relationships with colleagues to fulfill duties that the school requires. Participates in the school's culture of professional inquiry when invited to do so. Rarely uses effective co-planning and co-teaching techniques to deliver instruction. Participates in school events and projects when specifically asked.</td>
<td>Relationships with colleagues are characterized by mutual support and cooperation; actively participates in culture of professional inquiry. Uses effective co-planning and co-teaching techniques to deliver instruction. Volunteers to participate in school events and projects, making a substantial contribution.</td>
</tr>
<tr>
<td><strong>Providing clear expectations</strong></td>
<td>Instructional purpose is unclear to students, directions and procedures are confusing. Explanation of the content contains major errors and does not include any explanation of strategies students might use. Teacher's spoken/written language contains errors of grammar or syntax. Teacher's academic vocabulary is inappropriate, vague, or used incorrectly.</td>
<td>Instructional purpose explanation has only limited success, directions and procedures need clarified. Explanation of content may contain minor errors; clear but hard to follow. Explanation does not invite intellectual engagement or understanding of strategies possibly used in independent work. Spoken language is correct but vocabulary not appropriate for student ages. Rarely explains academic vocabulary.</td>
<td>Instructional purpose is clearly communicated, including where situated within broader learning; directions and procedures clear and may be modeled. Explanation of content is scaffolded, accurate and connects with students' knowledge. Teacher focuses on strategies used when working independently, invites intellectual engagement. Spoken and written language is suitable to students' ages. Use of academic vocabulary is precise and extends student learning.</td>
</tr>
<tr>
<td><strong>Varying Role</strong></td>
<td>Rarely or never varies role in the instructional process as instructor, facilitator, coach, or audience to engage and motivate students.</td>
<td>Seldom varies role in the instructional process as instructor, facilitator, coach, or audience to engage and motivate students.</td>
<td>Varies role in the instructional process as instructor, facilitator, coach, or audience to engage and motivate students.</td>
</tr>
<tr>
<td><strong>Managing time and materials to engage students</strong></td>
<td>Learning activities poorly aligned to instructional outcomes, no organized progression, not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</td>
<td>Some learning activities aligned with instructional outcomes and represent moderate cognitive challenge, no differential for students. Instructional groups partially support activities. Lesson has recognizable structure, progression uneven, reasonable time allocation.</td>
<td>Most learning activities aligned with instructional outcomes, organized progression suitable to groups. Learning activities have reasonable time allocations; significant cognitive challenge, some differentiation for different groups and varied use of instructional groups.</td>
</tr>
<tr>
<td><strong>Use of current and digital tools to support learning.</strong></td>
<td>Unaware of resources to assist learning beyond the school or district, nor aware of resources for expanding one's professional skill.</td>
<td>Displays some awareness of resources beyond those provided by school or district for classroom use and extending one's professional skill.</td>
<td>Displays awareness of resources beyond those provided by school or district, including Internet, for classroom use and for extending skills. Seeks out resources.</td>
</tr>
<tr>
<td><strong>Following rules and ethical use of technology</strong></td>
<td>Displays very little understanding of laws and school rules and has difficulty providing for the fair and just treatment of all students. Demonstrates little understanding of emergency response procedures of the school. Has failed to model safe and ethical use of digital information and technology.</td>
<td>Displays some understanding of laws and school rules and sometimes provides for fair and just treatment of students. Demonstrates some understanding of emergency procedures of school. Displays an understanding of the need to model ethical use of digital information</td>
<td>Considers laws and school rules in order to provide for the fair and just treatment of all students and demonstrates an understanding of emergency response procedures for the school. Models safe and ethical use of digital information.</td>
</tr>
<tr>
<td>Awareness of Section 4 of the Abused and Neglected Child Reporting Act</td>
<td>Appears to be totally unfamiliar with the requirements involved in the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporter Act.</td>
<td>Appears to be confused about the requirements involved in the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporter Act.</td>
<td>Demonstrates an awareness and compliance with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporter Act.</td>
</tr>
<tr>
<td>----------------------</td>
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<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Integrity and ethical conduct</td>
<td>Has displayed dishonesty in interactions with students and school personnel.</td>
<td>Has been honest in interactions with students and school personnel.</td>
<td>Has displayed honesty, integrity, and confidentiality in interactions with students and school personnel.</td>
</tr>
<tr>
<td>Reflecting on Teaching</td>
<td>Does not correctly identify whether a lesson was effective or achieved intended outcomes and/or profoundly misjudges the effectiveness of the lesson. Makes no suggestions about how a lesson could be improved.</td>
<td>Has a somewhat accurate impression of lesson's effectiveness and how well intended outcomes were achieved. Makes some suggestions about how a lesson could be improved.</td>
<td>Accurately assesses the lessons taught and correctly identifies the degree to which intended outcomes were achieved. Makes specific suggestions about how the lesson could be improved.</td>
</tr>
</tbody>
</table>

**SIU DISPOSITIONS**

<table>
<thead>
<tr>
<th>Exhibits Professionalism</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May not be depended upon; behavior is not trustworthy, honest or ethical. Exhibits very little enthusiasm and seems uncommitted to the profession.</td>
<td>Dependable and reliable; characterized by honesty, trustworthiness, and ethical behavior. Exhibits enthusiasm, curiosity and willingness to learn, and satisfactory commitment to the profession.</td>
<td>Absolutely dependable and reliable; characterized by honesty, trustworthiness, and highly ethical behavior. Exhibits an exemplary level of enthusiasm, a love of learning, and a strong commitment to the profession.</td>
</tr>
<tr>
<td>Values Human Diversity</td>
<td>Shows disrespect and lack of sensitivity to the learning needs and abilities of most individuals, and to their diverse cultures, languages, races, and family compositions.</td>
<td>Shows respect and sensitivity to the learning needs and abilities of all individuals, and to their diverse cultures, languages, races, and family compositions. Strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions.</td>
<td>Shows exemplary respect and sensitivity to the learning needs and abilities of all individual, and to their diverse cultures, languages, races, and family compositions. Consistently strives to implement best practices to address diverse learning needs and abilities of all individuals, and to address their diverse cultures, languages, races, and family compositions. Collaborates enthusiastically and effectively with diverse peers, professional colleagues, staff and families.</td>
</tr>
<tr>
<td>Develops Professionally</td>
<td>Does not seek to acquire knowledge, or to develop research-based practices in any aspect of teaching. Seems unwilling or unable to assess own performance.</td>
<td>Engages in ongoing acquisition of knowledge and in the development of research-based practices. Assesses own performance; reflects and acts upon needed improvements.</td>
<td>Readily and consistently engages in ongoing acquisition of knowledge and in the development of research-based practices in all aspects of teaching. Continually assesses own performance; reflects and acts upon needed improvements.</td>
</tr>
</tbody>
</table>

**Comments**

*Final Evaluations will be completed online. Website and passwords will be provided to the Cooperating Teacher by the Clinical Supervisor. This form is for information only.*
IMPORTANT DATES *

Semester Class Begins: ........................................ 01/20/2015
Last day to add a class (without instructor permission): ......... 01/25/2015
Last day to withdraw completely and receive a 100% refund; ... 02/01/2015
Last day to drop a course using SalukiNet: ........................ 04/05/2015
Last day to file diploma application (for name to appear in Commencement program): ........................................... 03/13/2015
Final examinations: .................................................. 5/11–5/15/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar's Academic webpage: http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.'s Birthday 01/19/2015
Spring Vacation 03/07—03/15/2015

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

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 come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE

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: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) program: (618) 453-5714, or salukicares@siu.edu, http://salukicares.siu.edu/index.html

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.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://tutoring.siu.edu/math_tutoring/index.html

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/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/