CI318: Clinical Experiences in Early Childhood Curriculum

Fall 2015         Child Development Laboratories (CDL)  *Time TBD with CDL Staff

Instructor:
  Patty Davis
  Office: Wham 322D
  Mailbox: Wham 322S or CDL
  Email: SQUIE21@siu.edu
  Phone: (618) 536-2441*
  Office Hours: Tuesday & Thursday, 12:30-2:00*

*Please note: This phone number is the reception desk at C&I. I do not have a direct office line. I cannot guarantee messages will reach me in a timely manner, so email is the best way to reach me. Also, due to the need to observe students in the classroom, I will not always be in my office during posted office hours. In order to assure we meet, it is best to make an appointment. However, you are welcome and encouraged to stop by at any time and for any reason.

CDL Staff:
  Melissa Viernow, Director
  Sarah Sellers, Lead Teacher
  Amanda Heniff, Assistant Teacher
  Quigley Hall 116
  Main Phone: (618) 453-4221; (618) 453-4228 (Melissa); (618) 453-4227 (Sarah & Amanda)
  Email Addresses: mviernow@siu.edu  ssellers@siu.edu  aheniff@siu.edu

Course Description:  This practicum will prepare students to work in optimal learning environments for preschool children. Participation is one half-day per week for the semester at the SIU Child Development Laboratories. Students are required to have concurrent enrollment in CI318-A.

Prerequisites: C or better in EDUC314 and CI317. Consent of instructor is required for non-early childhood majors and graduate students.

Course Goals, Objectives, and Content:
  During and upon completion of the course students will:
  1. Gain experience as assistant teachers of preschool children.
  2. Gain approval for and implement lessons that support children's interests, development, and abilities.
  3. Work as professional team members in an early childhood setting.
  4. Ensure the health and safety of children in group care of preschoolers and handle and respond to issues/emergencies when they occur.
  5. Gain knowledge regarding Department of Child and Family Services (DCFS) licensing regulations in the state of Illinois.
  6. Become familiar with the Early Childhood Environmental Rating Scale (ECERS) layout of classroom and outdoor environments.

LiveText: Each student is required to purchase LiveText. Assignments will be posted on LiveText and will be submitted by the student on LiveText, unless otherwise indicated. Technical assistance with LiveText is available through:

LiveText Hotline: 1-866-LiveText (1-866-548-3839)
Email: edu-solutions@livetext.com.

Attendance: Full attendance at the lab is required. Only two absences due to illness or family emergencies are allowed. These absences MUST be made up during finals weeks UNLESS other arrangements are made with the lead teacher AND approved by the director. Two tardies of more than 5 minutes will be counted as half of an absence (1.5 hours to make up). Students who are absent more than two times will have one letter grade deducted from their final grade. A "no-call, no-show" absence is completely unprofessional and one letter grade will be deducted from a student's final grade in those situations. When students are sick or have a serious family emergency and must miss lab sessions, call 453-3221 and ask to speak to the director. DO NOT just leave a voicemail. If no one answers the phone, leave a voicemail AND continue to call until Melissa is available. If you must be absent, an email should be sent to the CI318-B instructor detailing the absence as well.

Course Requirements: Each student in the course must complete the following:

1. Lab Participation Hours: Students must complete 15 half-day sessions (4.5 hours) in the pre-kindergarten classroom at the Child Development Lab. Students who do not complete the required number of clock hours (67.5) will receive an "F" for this class. Pass/Fail

2. Preterm Evaluation Conference: Students are required to meet with the instructor outside of their practicum period at a pre-scheduled time to discuss their progress, questions, goals, and professional growth during their clinical experience/practicum. At this conference, students will bring a printed copy of the CDL Evaluation Rubric to the conference. The student will highlight the areas on the rubric according to personal reflection. Students must bring TWO (2) typed copies of a list of goals and objectives for their own improvement in those areas (one for instructor records and one for student records). During this meeting, students will also receive feedback about their first lesson plan proposal (including pre-assessment and documentation strategies). This meeting is required and MUST take place prior to the end of Week 4 of the practicum. Meetings should be scheduled during instructor office hours. If this is not possible due to conflict with your schedule, students must arrange another meeting time with the instructor. Alternate times must be agreed upon before the end of Week 3. Preterm meetings are required and meetings taking place after Week 4 will receive a ZERO. 20 points (10 for meeting preparation + 10 for quality of documents)

3. Midterm Evaluation Conference: Students will meet with the instructor during Weeks 9 or 10 to discuss student progress, questions, goals, and professional growth during their practicum. At this conference, students must bring a printed copy of the CDL Evaluation Rubric to the conference. The student will highlight the areas on the rubric according to personal reflection. Any standard that is not being met at the "proficient" level is considered an area in need of improvement. Students must also bring TWO (2) typed copies (one for instructor records and one for student records) of the following: The list of goals and objectives they prepared for the first conference with typed reflection on EACH of those goals. Reflections should include examples of actions they took to achieve those goals. Students will also bring a new list of goals and objectives for their own improvement in any areas in which they are not still achieving proficiency. Students should be prepared to discuss and explain all of their personal selections on the rubric. Additionally, students should be prepared to discuss lesson plan implementation reflections, activity checklist progress, and any other relevant concerns. 20 points (10 for meeting preparation + 10 for quality of documents)

4. Midterm Evaluation Rubric Score- Instructor: The CI318 instructor will make several observations of students throughout the semester. These observations are unscheduled and may take place at any time
the student is present. The observations may take place from the observation booth or they may take place from inside the classroom (indoor or outdoor). Through these observations and with consultation with CDL staff, a midterm score will be given using the CDL evaluation rubric.  

20 points

5. **Final Evaluation Conference:** A final evaluation conference will be held during Weeks 15 and 16. Students must be completely caught up on all lab hours (within one session of completing your time) in order to complete their final evaluation conference. At this meeting, students are expected to bring a new document outlining the goals they set for themselves at the midterm and a personal reflection statement about their progress on each goal. Additionally, students are expected to bring a new/final self-evaluation rubric to the conference. This rubric should be completed with comments and examples of how they are meeting expectations set forth by the rubric. This final evaluation will be discussed and critiqued during the final conference and compared to the instructor-completed rubric. Students should bring an organized binder containing all of the documents they have collected for CI318-B throughout the semester. Lesson plan implementation reflections, activity checklist progress, and any other relevant concerns will be discussed at this point.  

20 points (10 for meeting preparation + 10 for quality of documents)

6. **Final Evaluation Rubric Score- Instructor:** The CI318 instructor will make several observations of students throughout the semester. These observations are unscheduled and may take place at any time the student is present. The observations may take place from the observation booth or they may take place from inside the classroom (indoor or outdoor). Through these observations and with consultation with CDL staff, a final score will be given using the CDL evaluation rubric.  

40 points

7. **Implementation of Lesson Plans (2):** Students will be implementing activities that have previously been approved by the CI318-A instructor and CDL classroom teachers. Students MUST schedule their lesson plan implementation at CDL. Students MAY NOT implement their plans without explicit approval and supervision by classroom teachers and/or CI318-B instructor. Students will receive feedback about the lesson plan implementations from CDL classroom teachers. Either the 318-B instructor or another approved CDL staff member will formally evaluate the lesson plan implementations.  

20 points (2 @ 10 points each)

8. **Implementation Reflections:** Students will formally critique and evaluate their lesson plan implementations. Students will cite strengths and areas in need of improvement in both their planning and practical skills. Reflections must be completed within one week of implementation.  

40 points (2 @ 20 points each)

9. **Activity Checklist:** There is a checklist on the bulletin board in the Pre-K classroom for CI318-B students. This is a list of experiences each student should have during the semester. Each student is responsible for adding their name to the checklist and signing off each experience as they complete it (with date). Students will receive a copy of the checklist for their own record keeping and reflection during the student-instructor conferences. Students are expected to check every activity by Week 13. Failure to do so will also negatively impact the student’s overall evaluation rubric and final evaluation grade.  

10 points

10. **CDL Staff Meetings Notes:** Students are not required to attend CDL staff meetings. However, written notes from the meetings will be available for students to read. These notes often contain information pertinent to meeting individual needs of the children at CDL, updated policies/procedures, and other important areas of concern in the day-to-day operations at CDL. Students must read and sign staff meeting notes BEFORE their next lab session. An email containing staff meeting dates will be sent to students. Failure to read and sign staff meeting notes will also negatively impact students' dependability grade in the CDL evaluation rubric.  

10 points

11. **Student Identification Index Card:** Students must submit a student identification index card by the end of Week 2. These may be left in the CI318-B instructor's mailbox in CDL.  

10 points
12. **Weekly Reflections**: Students will submit a reflection each week detailing a standard from the evaluation rubric on which they focused improving their skills during their lab time at CDL. These reflections must include the standard on which the students focused, how the student worked towards becoming proficient, and any questions or concerns they may have regarding their ability to reach proficiency level for the standard. **15 points**

**Note**: The instructor reserves the right to require additional assignments or activities. Students will be made aware of any additional requirements or changes to the class calendar in a timely manner.

<table>
<thead>
<tr>
<th>Grade Requirement Summary:</th>
<th>Points Possible:</th>
<th>Actual Points Earned:</th>
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<tbody>
<tr>
<td>Lab Participation Hours</td>
<td>Pass/Fail</td>
<td></td>
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<tr>
<td>Preterm Evaluation Conference:</td>
<td>20</td>
<td></td>
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<tr>
<td>Midterm Evaluation Conference:</td>
<td>20</td>
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<tr>
<td>Midterm Evaluation Rubric Score-Instructor:</td>
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<tr>
<td>Implementation of Lesson Plans</td>
<td>20 (2 @ 10 points each)</td>
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<tr>
<td>Activity Checklist</td>
<td>10</td>
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<tr>
<td>CDL Staff Meeting Notes</td>
<td>10</td>
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<tr>
<td>Student Identification Index Card</td>
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<tr>
<td>Weekly Reflections</td>
<td>15</td>
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<tr>
<td><strong>Total Points Possible:</strong></td>
<td><strong>225</strong></td>
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Additional Course Guidelines:

- **No assignments will be accepted after the due date without prior consent** of the instructor. Any late assignments will only be accepted in cases of legitimate problems. Legitimacy must be granted PRIOR to time due and will be determined by the course instructor. **No assignments will be accepted more than one week past the due date.** All formal assignments are to be turned into LiveText by the specified date and time due. If late assignments are accepted, the assignment will receive a **10% grade reduction.**

- **Grammar and spelling must be correct in all assignments.** If errors prevent the instructor from reading the content, the assignment will be returned for revision and the student can expect points to be deducted.

- **Professional behavior is expected at all times.** This includes the practicum setting, class activities, lecture sessions, email correspondence, and all interactions with the instructor and other faculty. Please remember you represent the University and Early Childhood Department. Professionalism should be displayed in your attire, attitude, and behavior. This includes use of cell phones. **Cell phones are NOT ALLOWED in the CDL classrooms** and should be left with your personal belongings outside of the classroom. Any student found to have their cell phone inside the classroom at CDL can expect to have their cooperation grade in the CDL evaluation rubric negatively impacted.

- Students may be asked to accompany the children and staff on walks or field trips during the scheduled lab times. The walks will either be on campus or relatively close to campus.

- Students are not allowed to bring their children to CDL during scheduled lab times. Other arrangements should be made to ensure appropriate supervision of their children. Children may be brought to any CDL family events that a student chooses to attend.

- Students must receive a grade of "C" or better in CI318-B in order to pass. CI318-B may be repeated only once if a "C" or better is not received. **All assignments MUST be completed in order to pass CI318-B.**

- **SIU Policy on "Incomplete" as a Course Grade:** The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32: "An INC is assigned when, for reasons beyond their control, students engaging in passing work are unable to complete all class assignments. An INC must be changed to a complete grade within a time period designated by the instructor but not to exceed one year from the close of 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 not to exceed one year or graduation, whichever comes first, the incomplete will be converted to a grade F and the grade will be computed in the student's grade point average. Students should not re-register for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F."

- Gateway Portfolio: The Teacher Education Program (TEP) at SIUC has a portfolio process where students can document their growth according to the Illinois Professional Teaching Standards. The 11 standards are the final measure by which student teachers in our program must demonstrate their knowledge and performance competency. Assignments in CI318-B can be used in the portfolio. If you need assistance choosing the more relevant assignments for particular standards, please feel free to make an appointment.

- Special Needs: Please advise the instructor immediately if you have any documented need for accommodations, a specific disability, or any other relevant special need. Documentation from the Office of Disability will be required for most accommodations. However, please talk to the instructor about any or all issues that are affecting your success within the classroom. **Communication is the best accommodation!**

- **English Language Learners:** If English is not your primary language, please make an appointment with me early in the semester to discuss your needs.

- **Please Note:** The Student Conduct Code for the University stipulates the importance of academic honesty. Violations of this code include:
  - Plagiarism, representing the work of another as one's own work;
  - Preparing work for another that is to be used as that person's own work;
- Cheating by any method or means;
- Knowingly furnishing false information to a university official relative to academic matters;
- Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

A Department Code of Ethics will be given in CI318-A and students will be required to sign it indicating they have read it and will abide by its contents.
## CI138-B Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Event/Requirement</th>
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<tbody>
<tr>
<td>1: Aug 24 - 28</td>
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<tr>
<td>2: Aug 31 - Sept 4</td>
<td>Seminar #1 (Time &amp; Location TBA)</td>
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<tr>
<td>3: Sept 7 - Sept 11</td>
<td>Preterm Eval Conferences ^TBS</td>
</tr>
</tbody>
</table>
| 4: Sept 14 - Sept 18 | Preterm Eval Conferences ^TBS  
Staff Meeting: Sept 18 |
| 5: Sept 21 - Sept 25 |  |
| 6: Sept 28 - Oct 2 |  |
| 7: Oct 5 - Oct 9 | Lesson Plan #1 Implementation |
Staff Meeting: Oct 15 |
| 9: Oct 19 - Oct 23 | Lesson Plan #1 Implementation  
Midterm Eval Conferences ^TBS |
| 10: Oct 26 - Oct 30 | Midterm Eval Conferences ^TBS |
| 11: Nov 2 - Nov 6 |  |
| 12: Nov 9 - Nov 13 | Veteran’s Day Nov 11 (CDL Closed)  
Lesson Plan #2 Implementation |
| 13: Nov 16 - Nov 20 | Lesson Plan #2 Implementation  
Staff Meeting: Nov 19 |
| 14: Nov 23 - Nov 27 | Thanksgiving Break  
(CDL Closed: Nov 25 - Nov 27) |
| 15: Nov 30 - Dec 4 |  |
| 16: Dec 7 - Dec 11 | Final Eval Conferences ^TBS |
| Finals Week: Dec 14 - Dec 18 | Final Eval Conferences ^TBS  
Staff Meeting: Dec 17 |

* This schedule may change at the instructor's discretion. Changes may be made in writing or verbally. It is the student's responsibility to note these changes.

^ TBS: To Be Scheduled (schedule with CI138-B instructor)
Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit
programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: *Literacies, Identities, and Engagement:*

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**Literacies:**

*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 (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

**Identities:**
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 (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
• dependability and reliability
• honesty, trustworthiness, ethics
• enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
• shows respect and sensitivity to the learning needs and abilities of all individuals
• shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
• strives for best practices to address diverse learning needs and abilities of all individuals
• strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
• collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
• engages in ongoing acquisition of knowledge
• engages in development of research-based practices
• assesses own performance and reflects on needed improvements

References


Syllabus Attachment Fall 2015

IMPORTANT DATES *
Semester Class Begins .................................................. 08/24/2015
Last day to add a class (without instructor permission): ............ 08/30/2015
Last day to withdraw completely and receive a 100% refund: ...... 09/06/2015
Last day to drop a course using SalukiNet: ........................... 11/01/2015
Last day to file diploma application (for name to appear in Commencement program): .....................
...................................................................................... 09/18/2015
Final examinations: ....................................................... 12/14–12/18/2015

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
Veterans Day Holiday 11/11/2015

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stop-ping 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 fall 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

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

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 accounta-bility 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) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

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
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

http://pvcaa.siu.edu/