CI 407F: Diagnostic Teaching Strategies for Reading
CI 434: Diagnostic Literacy Assessment and Intervention
Spring 2016
Thursday 4:00-6:25
Wham 308

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Wham 322N
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E-mail: ccaffey@siu.edu

Office Hours: Tuesday & Wednesday: 8:30a.m-11:30 a.m., or by appointment
Will hold virtual hours on D2L and Webmail during this time as well and as needed

CI 407F Course description: Diagnostic instruments and teaching techniques with an emphasis on understanding and teaching students underachieving. Prerequisites: Literacy methods course or consent of instructor

CI 434 Course description: This course surveys the principles and practices of literacy assessment. Teacher candidates examine diagnostic approaches and instructional strategies that teachers employ when working with individuals who struggle with learning to read and write. There is an emphasis on the causes of reading and writing difficulties and the contribution of factors such as cultural differences, linguistic variation, student motivation, various disabilities, and instructional approaches. It focuses on diagnostic techniques and the use of dynamic assessment to inform the design, monitoring, and evaluation of literacy instruction. Prerequisites: For ELED majors, grade C or better in CI 432 or consent of instructor. Co-requisites: For EC and ELED majors, EDUC 303 and EDUC 308.

Required Text:


Clinicians must supply additional texts and materials (see note below) as needed for use during instructional sessions. Texts must meet client needs and support the clinic’s chosen theme.

Required Internet Access: It is your responsibility to ensure that you have account access to the site prior to the 2nd class meeting.

1. D2L (access via SIU Online link upper right side of the SIUC main page using dawgtag login)
2. www.livetext.com
3. Other sites as noted throughout the course

<table>
<thead>
<tr>
<th>Course Objectives: Upon completion of this course, each student will have demonstrated knowledge of and/or competency in the following:</th>
<th>IPTS</th>
<th>IRA</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major approaches and instruments used in diagnosing reading and writing difficulties</td>
<td>1A, 8A-C</td>
<td>1.1, 1.3, 3.1</td>
<td>1d, 4j, 5i, 6j-o</td>
</tr>
<tr>
<td>Team based approach in designing individualized literacy instruction</td>
<td>9D, 9E, 9H, 10F-I</td>
<td>3.4, 6.2, 6.3</td>
<td>1c, 3a, 3c, 6c, 7a, 7m, 9d</td>
</tr>
<tr>
<td>Targeted strategies/interventions for correcting reading and writing difficulties</td>
<td>8D-E, 8G-I</td>
<td>2.1, 2.2, 2.3, 3.2, 3.3</td>
<td>1b, 2a, 4a-h, 5h, 6m, 7b-d, 8a, 8n</td>
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<tr>
<td>Relationship between diagnostic assessment, instruction, and reflective practices</td>
<td>1F, 2B, 2G, 10A-B, 10E</td>
<td>3.1</td>
<td>1a, 4j, 6a-b, 6g, 7l</td>
</tr>
<tr>
<td>Policies that influence literacy assessment and instruction (Response to Intervention, Common Core State Standards, PARCC)</td>
<td>1A, 11C-H</td>
<td>1.2, 3.1, 3.3, 3.4, 5.4, 6.4</td>
<td>4j</td>
</tr>
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<tr>
<td>Providing individualized, targeted, data driven instruction to striving readers and writers</td>
<td>1C, 1J, 2B, 2E-F, 3A, 4C-D, 6O, 8D-E</td>
<td>2.2, 3.2, 3.3</td>
<td>1a-b, 1e-f, 2a-f, 4a-h, 5h, 6a-v, 7b-d, 7j, 8b, 8e, 8h-j, 8n</td>
</tr>
<tr>
<td>Documenting and evaluating interventions used with striving readers and writers</td>
<td>4K, 4M, 6O, 8F-G, 8L</td>
<td>3.2, 3.3, 3.4</td>
<td>2a, 4k, 6o</td>
</tr>
<tr>
<td>Instructional/academic, motivational, and social challenges related to literacy and instruction for striving readers as well as ethnically and linguistically diverse students</td>
<td>4M, 6F, 6M, 6O, 8I</td>
<td>3.3, 5.2, 5.3</td>
<td>1e-f, 2g-k, 3i, 3l, 4m, 8k</td>
</tr>
<tr>
<td>Adjusting instruction for striving readers and writers based upon ongoing collection of data (reflections, interactions, work samples, documentation, etc.)</td>
<td>1A, 8A-C</td>
<td>1.1, 1.3, 3.1</td>
<td>1a, 1b, 2a-f, 6g, 7b-d, 7l, 8b</td>
</tr>
</tbody>
</table>

**Beliefs about Learning within This Course**

Class experiences are based on the following beliefs about learning:

- **Learning is an active, dynamic process.** We physically engage in the act of literacy by reading and responding to professional readings, conducting mini-inquiries, and designing a presentation for colleagues, that incorporates multi-modal and digital literacies.

- **Learning is both social and collaborative.** We explore our thinking about our readings and experiences through dialogue with others in a scholarly discourse community.

- **Learning occurs as we connect to our experiences, explore tensions, and examine our beliefs.** Responses to readings focus on connecting our lives, literacies, language, and teaching with our readings and experiences. We identify and explore tensions to interrogate our beliefs and values.

- **Learning is reflective.** We have many opportunities for critical self-reflection and evaluation in multiple modalities.

- **Learning occurs in a multicultural world with diverse ways of knowing.** We search for professional literature that reflects diversity in thought, expression, and experience.

- **Learning is inquiry-driven.** We seek to develop meaningful questions, expand our ways of knowing, and share these understandings with others to critique and shape our thinking and ways of being in the world.

**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

Alignment with the SIU COEHS 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 levels. 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-C’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/families/guardians, and the profession. 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.

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 requirements/expectations (subject to revision due to student and/or instructor needs):

** This course affords you the opportunity to gain knowledge about diagnostic assessments while apply the instructional techniques that you have studied throughout your program. Each student/clinician will be assigned to work with an individual child/client or a small group of children/clients for the duration of the course. We will work as a team as you plan and evaluate instruction for client(s). The instructor would like to presume that each participant comes with a desire to develop scholarly attitudes and expertise as an educator. Although assignments are given points to determine grades, the instructor would like to believe that each participant endeavors to acquire knowledge beyond a concern about a transcript grade. Students in this course are expected to:

1. **Gain access to various sites:** We will delve heavily into technology use. All assignments and will be submitted via D2L or an alternate site as noted during class. Some assignments may require both paper and online submission. Paper copies of assignments will only be accepted as specified by the instructor. Therefore, you must have access to your D2L account no later than the 2nd class meeting.
2. **Attend every class:** Your clients are depending on you to provide a service. Therefore, you must be on time, in clinic, and prepared to provide instruction to your client(s). Punctuality and attendance are prerequisites to passing this course. Ten attendance points maybe earned per class session. In order to receive full attendance credit, you must be on time and sign/initial the roll sheet for each class date. **Only sign in for yourself and for the current date!** If you are tardy, the instructor will sign you in for the day and five attendance points will be deducted. You are considered tardy after the official start time of the class has passed. Two tardies equal one absence. Being tardy to class 30 minutes or more or leaving class at least 30 minutes early (or any time totaling this) counts as an absence and a loss of attendance points. **Two absences are considered justification for lowering a grade by one letter**
grade. Points will be deducted from the grade for both absence and tardiness regardless of the reason. Extreme extenuating circumstances will be dealt with on an individual basis.

3. **Participate actively and regularly in class discussions and activities:** Attendance is easy to document, quantify, and assess, while class participation and professional disposition are far more complex and intangible phenomena to evaluate. While you may be in attendance (physically present), what you do while you are in class is most important. The nature of this class requires that you actively participate in all aspects in class and out of class. The instructor will employ her professional experience and judgment to assess the quantity and quality of your actions, similar to how a school principal evaluates in-service teachers in his/her building. Be mindful of how you conduct yourself; your words, body language, etc… for everything you do or don’t do in class and online contributes to the “professional impression” you make. You must be engaged in all class activities and discussions. In order to fully participate, you must come to class having read all of the assigned materials, completed homework, and prepared to use the information in discussions and activities. Participation will be evaluated holistically on the basis of quality as well as quantity. Points will be deducted for lack of active participation in both small and large group activities. You must be willing to engage in hands-on learning and assess your own practices and behaviors as well as the practices and behaviors of others. In addition, you must be prepared for each session with your client(s) by having an individualized, targeted lesson planned and by having all needed materials on hand.

4. **Exhibit professional behavior & civility in the classroom:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. Evidence of professional demeanor/disposition is expected in the classroom. Exhibit sensitivity to diversity (cultural and otherwise). In order to assure that all students have the opportunity to benefit from time spent in class; **students are prohibited from engaging in any form of distractions (**including the unauthorized use/display of cell phones, laptops, or other devices as well as newspapers, or other class assignments **). Inappropriate behavior in the classroom may result, minimally, in a request to leave class.

5. **Demonstrate professional ethics (including honesty and trustworthiness) and work ethic:**
   - All work that is to be turned in for an evaluation is expected to be the student’s own, prepared specifically for this course. Acts of academic dishonesty, including but not limited to cheating and plagiarism, will not be tolerated! Minimally, in instances where academic dishonesty is suspected, no credit will be given for the work. Additional recourses may be taken following the university policies.
   - All work submitted must be submitted via D2L. You will be given formats to use for various assignments that are to be submitted. It is expected that you will follow these formats as you prepare the assignments. Failure to do so will result in the grade being lowered significantly.
   - **Assignments** posted on the syllabus are due at the beginning of the class period unless you are told differently by the instructor. In extreme circumstances where is may be necessary for you to turn in an assignment late, arrangements must be made in advance. Otherwise, **late assignments will not be accepted or graded.**
     - In-class assignments/activities are due at the end of the class period unless otherwise specified by the instructor. In addition, credit for in-class work is forfeited by any student who is absent on the day that the work is assigned or who attempts to extend/circumvent the submission deadline. **Late submissions of in-class assignments will not be accepted.**
     - **Safeguards:** It is highly recommended that you back up every piece of work that you do on a flash drive and make a hard copy. Keep screen shots showing submission of assignments online.
   - **Deadlines:** Odd things happen in cyberspace: emails get lost; servers disconnect temporarily, logins are impossible, etc. Do not wait until the last minute to complete your assignments. Allow time to meet deadlines. Be sure to check your D2L course mail and announcements often for important messages.
   - **Netiquette:** Netiquette is basically using good manners in cyberspace. Since all of your work is submitted over the net, and you may be communicating with your instructor and colleagues online, be
sure your written words are not offensive to the receiver. Remember email, chat logs, discussions, texts, and blogs are documents, and can be read by those other than the intended audience. Flaming or making personal attacks on a person is unacceptable. Whether you are in a chat room, using email, posting to a discussion area, or using other technology, remember to use proper netiquette.

6. **Exhibit appropriate written and oral language facility:** It is important that teachers who are responsible for children’s literacy development (as all teachers are) serve as models for students. Therefore, standard written and oral English are valued highly in this class; students who anticipate difficulty with either are encouraged to speak with the instructor as soon as possible. The S.I.U. Writing Center is an asset to those who may need the assistance.

**SPECIAL ACCOMMODATIONS**
Special accommodations will be made for any student who has a documented need. Students requesting special accommodations must inform the instructor during the first week of class.

**EMERGENCY PROCEDURES**
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**COURSE GRADE DETERMINATION (subject to revision at instructor’s discretion):** Evaluation of all work is based upon instructor’s judgment of the knowledge of content and application, quality and depth of the work presented, and the rational processes used by students. Grading procedures on assignments vary and may include written feedback (minus a letter or percentage grade), the assignment of points and/or letter grades, the use of rubrics and checklists as well as peer feedback/assessment. The grade for CI 407F/434 will be determined as follows:

**Study Group Presentations (25%)** – Areas of need and promising practices can be explored by study groups of teachers as a means of developing common language around the topic. Each student clinician will lead 1 study group. The goal is to become subject matter experts by exploring the literature surrounding particular reading and writing difficulties and examining strategies and techniques to improve student performance. Presenters are responsible for preparing an interactive, multimodal, and informative presentation that engages colleagues in attaining a deeper understanding of the topic.

A) **Mini-Workshop (Grad)** - In many districts, classroom teachers, Reading Teachers, and Reading Specialists offer multiple roles of support for both students and colleagues. As the resident literacy expert, you may be asked to conduct professional development workshops and conference presentations. With this in mind, you will prepare a presentation that informs colleagues about the chosen assessments during a “mini-workshop”. Presenters must also prepare a 1-2 page (front and back…no more or less) handout (cheat sheet) for colleagues with info that will help them administer the assessments. In addition, you must actively involve colleagues practicing/doing sections of the assessment. Each presentation will be evaluated based on the ability to exhibit an understanding of the materials (quality/depth) as well as your ability to involve colleagues in demonstration of the content. **ILA Standard 6-Professional Learning and Leadership**

B) **Instructional Inquiry (Undergrad)** - As novice teachers, it is important that you deepen your understanding of both assessment and appropriate instructional techniques. Often, we learn best as we teach others. With this in mind, you will be given 50 minutes to provide a thorough overview to colleagues about the chosen topic. Each presenters must also prepare a 1-2 page (front and back…no
more or less) handout for colleagues that summarizes the main ideas of the topic/readings/videos. The handouts are intended to provide a quick reference guide for colleagues. Therefore, they must be thorough yet concise! four instructional techniques from the text, and will engage in an inquiry project that increases your knowledge of those techniques. The instructional techniques must be active, that is, they must lend themselves to interaction. Each teacher candidate will model the four selected techniques during a 20 minute presentation in which they actively engage colleagues in the course in hands on learning.

**Data Team: (30%)-** Assessment is the systematic, ongoing process of gathering and interpreting evidence of student learning to determine if learning goals are being met and then using that information to improve instruction. Each student clinician will systematically collect and summarize data from a variety of sources and participate in a team approach to brainstorming appropriate interventions for clients. This assignment will be assessed in two parts:

A) **Data Collection (20%)** – Each student clinician must gather data about one student. You will administer the following assessments to one or more clients:

i. **Literacy Profile (see template)**
   1. Comprehensive Reading Inventory (CRI)
   2. Reading Attitude Inventory (ERAS) (required)
   3. Concepts of Print Assessment (if applicable)
   4. Phonemic Awareness & Other “Alphabetics” Assessments (if applicable)
   5. Phonics & Decoding Tests (if applicable)
   6. High Frequency Word Knowledge Survey (HFWKS)
   7. Vocabulary Assessment
   8. Comprehension Assessment
   9. Fluency Assessment
   10. Oral Reading Assessments

   ii. Words Their Way Qualitative Spelling Inventory (QSI)

B) **Client Briefing & Collaborative Conferencing (10%)** - Each student clinician is responsible for providing an overview of their client(s) along with a preliminary summary and analysis of client data. Data team members are collaborative partners who will work together to design an intervention plan tailored to client needs. This is done only after a complete review of the client data and a full team discussion. Interventions are pulled from the techniques described in the text and other strategies as appropriate for each client.

**Client Management-(35%)** - There are certain considerations in planning for individual client interventions. Therefore, this assignment will be assessed in three parts:

A) **Instructional Intervention Plans (20%)**-Based upon the information gathered during the Data Team Collaborative Conference, you are responsible for identifying specific interventions to address the needs of each of your clients. You will prepare instructional intervention plans for each of the sessions. You will be provided an instructional intervention plan template (in the CRI text) to be used for the assignment.

B) **Final Assessment Report (15%) (see template)** You will present the findings of all assessments, conclusions about the interventions, and recommendations for future work with the student using the completed Assessment Report Template.

**Reflection Log (5%)**- Student clinicians are strongly encouraged to maintain anecdotal records throughout each interventions session. These records will be used in completing a reflection log that highlights the specific strategies employed as well as each student’s response to the intervention at the end of each session. Information from the Reflection Log should be critically reflective and emphasize both success and struggles that you encounter as you work with clients. The reflexive nature of such reflections calls for student clinicians
to look both backwards (what has occurred) as well as forwards (how to improve, implications, etc). The reflection log will also be helpful for completing the Final Assessment Report.

**Civilty, Attendance, punctuality, professional demeanor, participation (5%)**- The success of this course depends on the commitment of each of you to being an active learner. Although I understand that emergencies and circumstances may occasionally intervene, absences and consistently late assignments will lower your grade.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
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<tr>
<td>B</td>
<td>83-91%</td>
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<tr>
<td>C</td>
<td>70-82%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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PLEASE NOTE: Grades will not be rounded up or down

**Additional Course Supplies:**
- Headphones/earbuds with USB connection
- Flash Drive
- Recording device

All materials needed for *Instructional Intervention Sessions*: Clinicians must supply additional children’s texts as needed for use during instructional sessions. Texts must meet client needs and may be borrowed from the Language, Literacy, and Culture book lab.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Class Date</th>
<th>Topic/Readings</th>
<th>Supplemental Resources</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Read/view/explore these before class and bring them to class)</td>
<td>(videos and other resources in D2L)</td>
<td>Due at the start of class via D2L</td>
</tr>
<tr>
<td>1</td>
<td>1/21</td>
<td>Course introduction &amp; overview</td>
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<tr>
<td>2</td>
<td>1/28</td>
<td>Response to Intervention (RtI) Common Core State Standards (CCSS)</td>
<td>Hale Ravitch Fuchs &amp; Fuchs Mesmer &amp; Mesmer</td>
<td>Instructional Inquiry (x2)</td>
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<tr>
<td>3</td>
<td>2/4</td>
<td>Ch 3: Effective Literacy Teachers</td>
<td>Why Is Assessment Important? What’s the point…? Wiggins article</td>
<td>Instructional Inquiry (x1)</td>
</tr>
<tr>
<td>4</td>
<td>2/11</td>
<td>Ch 1: Diagnostic Teaching Ch 4: A Framework for Diagnostic Teaching</td>
<td>Valencia &amp; Buly</td>
<td>Instructional Inquiry (x2)</td>
</tr>
<tr>
<td>5</td>
<td>2/18</td>
<td>Ch 5: Gathering Initial Data Ch10: Using Multiple assessments</td>
<td>Mokhtari &amp; Hutchison</td>
<td>Instructional Inquiry (x2)</td>
</tr>
<tr>
<td>6</td>
<td>2/25</td>
<td>Comprehensive Reading Inventory (CRI-2) Words Their Way WTW</td>
<td>Administering an IRI Administering &amp; Scoring the CRI</td>
<td>Mini Workshop (x 3)</td>
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<tr>
<td>7</td>
<td>3/3</td>
<td>Words Their Way WTW (cont…) Ch 7: Selecting Techniques</td>
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<td>Mini Workshop Instructional Inquiry(x1)</td>
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<tr>
<td>8</td>
<td>3/10</td>
<td>Ch 6: The Literacy Event Ch 8: Selecting Materials</td>
<td></td>
<td>Instructional Inquiry (x2)</td>
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<tr>
<td>9</td>
<td>3/17</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>10</td>
<td>3/24</td>
<td>CLINIC BEGINS Collaborative Conferencing/Data Collection Prep (4-5:00) Data Collection (5:15-6:15)</td>
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<tr>
<td>11</td>
<td>3/31</td>
<td>Collaborative Conferencing/Literacy Intervention Session Prep</td>
<td></td>
<td>Client Briefing</td>
</tr>
<tr>
<td>12</td>
<td>4/7</td>
<td>Collaborative Conferencing/Organizing (4:45) Literacy Intervention Session #1 (5-6) Reflection &amp; Case Report (6-6:25)</td>
<td>Instructional Intervention Plan Template</td>
<td>Literacy Profile Week 1 Interventions Plan</td>
</tr>
<tr>
<td>13</td>
<td>4/14</td>
<td>Collaborative Conferencing/Organizing (4:45) Literacy Intervention Session #2 (5-6) Reflection &amp; Case Report (6-6:25)</td>
<td>Instructional Intervention Plan Template</td>
<td>Session 1 Reflection Week 2 Interventions Plan</td>
</tr>
<tr>
<td>14</td>
<td>4/21</td>
<td>Collaborative Conferencing/Organizing (4:45) Literacy Intervention Session #3 (5-6) Reflection &amp; Case Report (6-6:25)</td>
<td>Instructional Intervention Plan Template</td>
<td>Session 2 Reflection Week 3 Interventions Plan</td>
</tr>
<tr>
<td>15</td>
<td>4/28</td>
<td>Collaborative Conferencing/Organizing (4:45) FINAL Literacy Intervention Session #4 (5-6) Reflection &amp; Case Report (6-6:25)</td>
<td>Instructional Intervention Plan Template</td>
<td>Session 3 Reflection Week 4 Interventions Plan</td>
</tr>
<tr>
<td>16</td>
<td>5/5</td>
<td>Final Collaborative Conference</td>
<td>Final Assessment Report Template</td>
<td>Final Assessment Report</td>
</tr>
<tr>
<td>17</td>
<td>5/12</td>
<td>Final Exam Scheduled for Thursday May 12, 2015</td>
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IMPORTANT DATES *
Semester Class Begins ........................................... 01/19/2016
Last day to add a class (without instructor permission): .......... 01/24/2016
Last day to withdraw completely and receive a 100% refund: ....... 01/31/2016
Last day to drop a course using SalukiNet: .......................... 04/03/2016
Last day to file diploma application (for name to appear in Commencement program): .................................................. 02/12/2016
Final examinations: .................................................. 05/09-05/13/2016
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 Holiday 01/18/2016
Spring Break 03/12—03/20/2016

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/catalog/undergraduatecatalog.html

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/catalog/undergraduatecatalog.html

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
Student Conduct Code http://srr.siu.edu/student_conduct_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 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) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. 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://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/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICESEM: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvaa.siu.edu/
SIU ONLINE: http://online.siu.edu/

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