REHB 503: Basic Behavior Analysis  
Fall 2015 Course Syllabus and Calendar

Instructor Information  
Instructor: Dr. Mark R. Dixon, PhD  
Email: mdixon@siu.edu  
Online chat: Wednesday: 9:30-10 pm  
Teaching Assistant: Kyle Rowsey, M.S.  
Email: rowsey27@siu.edu  
Online chat: Tuesday 7:00 pm – 8:00 pm.

Course Materials  
These texts can be purchased at the Southern Illinois University Campus Bookstore located in the Student Center, at 710 Bookstore located on US 51, on Amazon, or directly from the publisher’s website.

2. Behavior Development Solutions’ BCBA Exam Prep program. Extensions for this program can be purchased once the license is about to expire.
4. Additional readings will be provided via D2L as PDF attachments, or accessible online through the library’s website at http://lib.siu.edu or online at http://seab.envmed.rochester.edu/jaba/
5. One invertebrate (recommended is Madagascar Hissing Cockroach – inexpensive and clean) that can be purchased in numerous exotic pet shops and/or ordered online. One invertebrate container, available in any pet shop (i.e. Petco).

Be very familiar with the reading material and specifically the book, you will use that book for the reminder of your studies.

Course Description and Objectives  
The primary course objective is for you to understand and correctly identify and apply basic behavior analytic principles across various domains and populations. To attain this objective, you will be required to (1) read each of the assigned chapter(s) and research articles each week, (2) be able to discuss the points of each assigned chapter/article during chat sessions, (3) respond appropriately to questions provided on examinations based on the text and class discussion, (4) conduct and present basic behavioral research in the invertebrate behavior lab, (5) generate exam questions and answers based on the reading material assigned to you, and (6) complete a scholarly essay relevant to class material.

Upon successful completion of this class, you will know how to:
- Describe the assumptions, characteristics, and goals of applied behavior analysis
- Apply behavior-analytic procedures derived from basic learning principles to solve problems of social importance or improve conditions for dependent, or at-risk populations
- Become a more competent consumer of behavioral research
- Appreciate the complexity of causes and consequences
- Develop an ethic of social responsibility and citizenship

**General Course Format**

The course will be offered in an online format, and several considerations are made to make the class maximally interactive and informative. First, the assigned readings and textbook are intended to provide a broad and informative study of basic behavior analysis. Most of the readings are uploaded to Desire 2 Learn, if the readings are not uploaded, you are responsible for finding them online. Second, online discussions are held to promote an interactive approach to learning the course material. Online discussions are hosted on Desire 2 Learn. Finally, cockroach assignments are used to empower students by giving them direct exposure to promoting behavior change in basic organisms. Cockroaches and materials can be purchased online or at most pet stores.

**Course Grades**

Your course grade will be calculated based on the number of points that you can earn on the examinations, scholarly essays, homework assignments and participation. Points cannot be earned by doing alternative or extra activities. The total number of possible points is thus 555, broken down as follows:

- Exams (14 @ 20 pts) 280 points
- Syllabus Exam (1 @ 10 pts) 10 points
- Final Project (1 @ 40 pts) 40 points
- Discussion Board (15 @ 1 points) 15 points
- Invertebrate Lab Assignments (3 @ 30 pts) 90 points
- BDS Homework Assignments (3 @ 40 pts) 120 points

-------------------------------------
---
Total: 555 points

Grades will be determined according to the following point distribution:

<table>
<thead>
<tr>
<th>Percent</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>500</td>
<td>444</td>
<td>389</td>
<td>&lt;388</td>
</tr>
</tbody>
</table>

**Students with Disabilities**

If you have a documented disability and need reasonable accommodations, please contact me during the first week of class so that I can ensure that your needs are met in a timely manner. Students with disabilities must contact the University’s Disability Support Services at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. Please stop by their office in Woody Hall B-150, or refer to the DSS website for further information: http://disabilityservices.siuc.edu/.

Class overview: Please read carefully

**Discussion Boards**
Each week everyone will be required to post a discussion question and respond to a discussion question via the discussion board on D2L with a \textit{well thought out response}. Responses that are less than a paragraph and are not original will \textbf{not} receive credit for the week. Posting a discussion question will be worth .5 points, and posting a well thought out discussion response will be worth .5 points. The discussion boards will be open from Sunday at 9:00 am until Friday at 9:00 am each week. After Friday at 9:00 am the discussion board will \textbf{close} and you will be unable to post for that week. There are no exceptions for this. You must post your question on D2L by Wednesday at 9:00 pm CST each week to receive credit and respond to a question by Friday at 9:00 am CST. \textbf{You will need to post a question/respond to the discussion board every week of the semester except Finals Week.}

\textbf{Syllabus Examination}

The syllabus exam will consist of 10 multiple-choice questions. You must have this exam completed before the first regular exam date or you will not be able to access the first exam. Furthermore, you must receive 100% on the syllabus exam in order to move forward. You will have unlimited attempts for this exam.

\textbf{Examinations}

There will be 14 regular exams scheduled during the semester. Each exam will be worth 20 points. Each exam will cover the material for the respective week. Yet occasionally, there will be information on an exam from an earlier week as well. Questions will consist of multiple-choice questions. There will be 40 questions each week, each question will be worth .5 points and you will have 40 minutes to complete the exam. Therefore trying to use notes, not reading, etc. will not be beneficial, it will be important that you read and understand the material prior to taking the exams. The exams will be set up similar to the questions on the BCBA exam, which means there will be more than one correct answer for each question but you must choose the \textbf{best} answer for each question. Exams will be open from Friday at 9:00 am until Sunday at 6:00 pm. \textbf{NO EXCEPTIONS.} The exam will not be open for additional days/ extended so please plan accordingly.

If you receive 80% or lower on a weekly exam you \textbf{must} take an additional 10 point exam that will be available each week. If you do not take the additional exam (after failing the weekly exam) you will receive a zero for the next week’s exam and will not be able to sit for it. These additional exams can’t hurt you, the purpose of them is to help you to have a better understanding of the material. You will only be allowed to take the additional exam \textbf{ONCE}, however many points you earn during that exam will be added to your total points on your weekly exam. (For example, if you received a 70% on your weekly exam and you take the additional exam and receive a 7/10, your overall weekly exam score will therefore be a 77%). You will be given 15 minutes for this exam.
If you receive an 81% or higher, the additional exam is optional. However, the best you can do on a weekly exam is 100%. Therefore, if you received a 95% on your weekly exam and you take the additional exam and score 10/10, your score will be 100% for the weekly exam. Your grade cannot surpass 100%. 
The additional exam will be open each week from Sunday at 7:00 pm until Tuesday at 7:00 pm. NO EXCEPTIONS. The timeframe is determined so everything for the previous week is completed before chats start on the following weeks material. Therefore, no extensions will be provided.

**Invertebrate Lab Assignments**

Over the course of the semester, you will be conducting 3 experiments demonstrating basic behavior principles. These studies will be conducted in your home (or location where you store your subject) utilizing an invertebrate organism as your test subject (we highly recommend buying a Madagascar hissing Cockroach due to them being easily trained and very inexpensive – and clean). For each of these projects, you will be expected to follow a lab task analysis, collect and analyze data, and present your findings. Task analyses will be provided to you on D2L prior to the start of your experiments. You will also be expected to videotape your invertebrate performing the task and post that onto D2L.

Cockroach Details:
You can pretty easily find a Madagascar hissing cockroach at a local pet store or online, though any other invertebrate may be used. It is your responsibility to purchase a cockroach and have it ready prior to the assignment deadlines. Not having your invertebrate will not be an excuse for incomplete assignments. Incomplete/late assignments will result in a zero. The cockroaches are not bad to work with and most students are anxious about them at first but they come to enjoy them after working with them. If you are absolutely against working with a cockroach you can use a hermit crab, however please note, these invertebrates have proven to be more difficult to work with and take more time to train. You must successfully complete each assignment to receive full points so please keep this in mind when choosing which invertebrate you are going to work with.

Assignment Details:
A task analysis for each of the three assignments will be uploaded on D2L under “Roach Assignments” tab under the content area. You must follow the task analysis that is provided. You will be responsible for writing a brief report upon the conclusion of the task. You must follow the brief report guidelines which can be found on the JABA website as well as follow APA formatting. A rubric for the brief reports will be posted on D2L.

Video Details:
In order to receive credit for your assignment, you must upload a video of your roach successfully completing the task. You ONLY need to record one final trial. Therefore, after your roach has demonstrated they can successfully complete the task, you will video record them doing so. This means your video should only be a minute or two long. For the preference assessment, you just need to record your roach making a choice between the food options, this video may be a bit longer than the rest.

Submission Details:
After writing your brief report and recording your roach. You will upload your brief report and your video on D2L in the drop box folder that is titled for that assignment. A plagiarizing tracker will be enabled, if you have more than 30% copied from another source, you will not receive credit and further action may be taken. Please do not plagiarize and this will not be an issue! The assignments must be uploaded to drop box by the due date listed on the calendar. Assignments **will not** be accepted via e-
mail to the instructors. Please do not wait until the last minute in case you have technical difficulties. Please save all your assignments as “Assignment.Week.Last Name”. For example: Assignment2.9.15. Rowsey.

**BDS BCBA Exam Prep Homework Assignments**
The Behavior Development Solutions BCBA Exam Prep program allows students to access additional support materials and reinforces the topics being presented in class. You will be required to do *homework assignments throughout the course of this semester. To receive full credit for this assignment you must complete all assigned modules to 100% prior to the deadline. For any assignments where the criterion is not met you will receive 0pts. You will be allowed to take these modules as many times as necessary to meet this criterion before the assignment is due. *No late assignments will be accepted.* Each assigned module will coincide with the materials being covered in class.

**Final Project**
One final project will be due during this semester. Your job will be to implement one of the 184 PEAK programs with an individual determined by your instructors and then present this project and the results to the class. This assignment will be due the last week of class. Each presentation should be approximately 10min in length. *No late assignments will be accepted.*

**Participation**
This class will often be conducted as a seminar. Therefore, you are encouraged and expected to “speak in class”; indeed your contributions (or lack there of) will be graded. We will discuss questions that you have about the text during chat. You need to come prepared for each chat and have questions from the texts to ask in chats. If you are silent (no responding during chat), or absent for an entire class period, total points earned for participation throughout the semester will reflect it.

**Academic Dishonesty**
You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is a reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. Your will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs. A student who is found responsible for an act of academic dishonesty will receive a failing grade in the course.

NOTE: Changing the size of characters and/or spacing between paragraphs to make your paper appear longer is WIDELY APPARENT to those grading them. Also in the D2L system there is a great feature that detects plagiarism, and shows exactly how much, and more specifically from where you take your citations.

**Deadline Overview:**
**Discussion Board:**
The discussion boards will be open from Sunday at 9:00 am until Friday at 9:00 am. After Friday at 9:00 am the discussion board will close and you will be unable to post for that week. There are no exceptions for this.
You must post your question regarding the material for the week on D2L by Wednesday at 9:00 pm CST each week to receive credit.

**Syllabus Exam:**
You must take and receive 100% on this exam prior to the first regularly scheduled exam.

**Regular Exams:**
Weekly exams will be open from Friday at 9:00 am until Sunday at 6:00 pm each week. No exceptions.

**Additional Exams:**
Additional Exams will be open from Sunday at 7:00 pm until Tuesday at 7:00 pm

**Invertebrate Lab Assignments/Hypothetical Paper:**
Due dates for the brief reports, videos, hypothetical paper, and presentations are indicated on the course syllabus.

**BDS Lab assignments:**
Due dates indicated on the course syllabus

**Final Project:**
The final project will be at a time TBA during finals week.

**Chats:**
Dr. Dixon’s chat will be: Wednesday: 9:30-10 pm CST.
Kyle’s Chat will be on Tuesday from 7:00 pm-8:00 pm CST.
### Course Calendar

#### Unit 1: Introduction and Abbreviated History of Behaviorism

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Introduction to class</td>
<td></td>
</tr>
<tr>
<td>8/28</td>
<td>Syllabus Exam</td>
<td></td>
</tr>
<tr>
<td>8/31</td>
<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watson (1919) Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watson (1913)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handbook of Invertebrate Operant Conditioning (HIOC) Ch. 1, 2, &amp; 3</td>
</tr>
<tr>
<td>9/4</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 3, 4, &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skinner (1944)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skinner (1950)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skinner (1953)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skinner (1969)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beck (2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Windholz (1997)</td>
</tr>
<tr>
<td>9/11</td>
<td>Exam 2</td>
<td></td>
</tr>
</tbody>
</table>

#### Unit 2: Basic Principles of Behavior Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14</td>
<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abramson, C. I. (1990)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sokolowski, Disma, &amp; Abramson (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crancher, King, Bennett, &amp; Montgomery (1972)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIOC Ch. 4, 5,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Invertebrate Lab Manual – Preference Assessment Ch.</td>
</tr>
<tr>
<td>9/18</td>
<td>Exam 3</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 8, 9, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hammond, Iwata, Fritz, Dempsey (2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fryling (2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beaulieu, Hanley, Roberson (2012)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lydon, Rohmeier, Yi, Mattanini, &amp; Williams (2011)</td>
</tr>
<tr>
<td>9/25</td>
<td>Exam 4</td>
<td></td>
</tr>
</tbody>
</table>
9/28  Readings:  Cooper, Heron, & Heward Ch. 11, 12, & 13
         Miller, Lund, & Weatherly (2012)
         Sellers, Bloom, Samaha, & Dayton (2013)
         Phillips, Philips, Fixsen, & Wolf (1971)
         DeLuca & Holburn (1992)
         Roane (2008)
         Lerman, Iwata, Rainville et al. (1997)
         HIOC Ch. 6

10/2  Exam 5

10/5  Readings:  Cooper, Heron, & Heward Ch. 14 & 15
         Donaldson, Collmer, Yakich, & Camp (2013)
         Heal & Hanley (2011)
         Capriotti, Brandt, Ricketts, Espil, & Woods (2013)
         Van Houten, Nau, MacKenzie-Keating, Sameoto, & Colavecchia
         (1982)
         Linschidc, Iwata, Ricketts, Williams, Griffin (1990)
         Rolider, Cummings, & Van Houten (1991)
         HIOC Ch. 7
         Invertebrate Lab Manual – Reinforcer Assessment Ch.

10/9  Exam 6

BDS HW due by 11:59pm:  Foundational Know. Unit modules FK-10, 11, 13-
21, 23-25; Basic BA Skills unit C all modules; Basic BA Skills unit D 1-2, 15-21

Unit 3:  Applications of Basic Principles for Behavior Change

10/10-10/13  Fall Break

10/12  Readings:  Cooper, Heron, & Heward Ch. 16 & 17
         O’Neil, Blanck, & Joyner (1980)
         Vollmer & Iwata (1991)
         Davis & Heslop (2004)
         Sato, Matsumoto, Sakura, & Mizunami (2006)
         Durier & Rivault (2000)
         Walker & Rehfeldt (2012)
         Fragale, et al. (2012)
         Doughy & Hopkins (2011)

10/16  Exam 7

10/19  Readings:  Cooper, Heron, & Heward Ch. 18, 19, & 20
         Slocum & Tiger (2011)
Imam (2009)
Pelaez, Virues-Ortega, & Gewitz (2011)
Baer, Wolf, & Risley (1968)
Cuvo, Leaf, & Borakove (1978)
Dowrick & Dove (1980)

10/23 Exam 8

10/26 Readings:
Cooper, Heron, & Heward Ch. 21, 22 & 23
Wallace, Iwata, Hanley, Thompson, & Roscoe (2012)
Falcomata, Wacker, Rindahl, Vinquist, & Dutt (2013)
Lerman & Iwata (1996)
Vollmer, Iwata, Zarcone, Smith, & Mazaleski (1993)
LaRue, Stewart, Piazza, Volkert, Patel, & Zeleny (2011)
Lambert, Bloom, & Irvin (2012)

10/30 Exam 9

Invertebrate JABA Brief Report 1 is due by 11:59pm
BDS HW due by 11:59pm: FK unit modules 22, 26-30; Basic BA Skills unit D 3-8; Basic BA Skills unit E all modules

Unit 4: Basic Principles of Complex Behavior

11/2 Readings:
Cooper, Heron, & Heward Ch. 24 & 25
Iwata, Dorsey, Slifer, Bauman, & Richman (1984)
Carr & Durand (1985)
Kennedy & Souza (1995)
Coon & Miguel (2012)
Smith, Houmanfar, & Louis (2011)
Sanguinetti & Reyes (2011)
Valentino, Shillingsburg, & Call (2012)

11/6 Exam 10

11/9 Readings:
Morford & Cihon (2013)
Skinner (1974) Ch. 2, 4, 5, 7, 9, & 10
PEAK Intro
HIOC Ch. 8, 9, & 10

11/13 Exam 11

Invertebrate JABA Brief Report 2 is due

11/16 Readings:
Cooper, Heron, & Heward Ch. 28 & 29
Adkins (1997)
Fraley (1994)
Mesmer, Duhon, Dodson (2007)
11/21        Exam 12

11/25-11/29  Thanksgiving Break

                   Newsome & Alavosius (2011)
                   Rosales & Rehfeldt (2007)
                   Barnes-Holmes, Murtagh, Barnes-Holmes, & Stewart (2010)
                   Hayes (2004)
                   Nastally, Dixon, McKeel, & Fleming (2010)
                   Dixon, Bihler, & Nastally (2011)

12/4        Exam 13
           Invertebrate JABA Brief Report 3 is due
           BDS HW due by 11:59pm:  Foundational Know. unit modules FK 31-37, 43-46
           Basic BA Skills unit D 9-14; Basic BA Skills Unit F 1-2v

12/7        Review

12/11       Exam 14

12/14       FINALS WEEK    FINAL PRESENTATION/PAPER DUE- TBA

Supplemental Reading List

doi:10.1037/10078-005


variations in teaching behavior chains: manual guidance, trainer completion, and no completion
of untrained steps. Journal of Applied Behavior Analysis, 44, 559-569.

association test and the implicit relational assessment procedure to measure attitudes toward
meat and vegetables in vegetarians and meat-eaters. The Psychological Record, 60, 287-306.

Some implications for understanding and treating human psychopathology. International


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 a course withdrawal (for name to appear in Commencement program): ........................................ 09/18/2015
Final examinations: ................................................................12/14–12/18/2015

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

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 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

MORRIS LIBRARY HOURS
http://www.library.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. 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 as 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/