

REHB 503-901: Basic Behavior Analysis

Fall 2016 Course Syllabus and Calendar

Instructor Information

Instructor: Mark R. Dixon, PhD, BCBA-D
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Office Hours: Schedule as needed
Chat Time: Wednesdays, 8:00-8:30pm CST

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Chat Time: Wednesdays, 6:30-7:00pm/7:00-7:30pm CST

Course Materials

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.

1. Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed). Upper Saddle River, NJ: Pearson Prentice Hall. This book is required for several courses and is beneficial when studying for the BACB exams.
2. Behavior Development Solutions' BCBA Exam Prep program. This will be offered to you through BDS. Please ensure that your instructors have a correct email address as you will be contacted by BDS with ordering information. Extensions for this program can be purchased once the license is about to expire.
3. Dixon, M. R. (2014a). *PEAK Relational Training System: Direct Training Module*. Carbondale, IL: Shawnee Scientific Press, LLC.
4. Additional readings will be accessible online through D2L or the library's website at <http://lib.siu.edu>

Course Description and Objectives

The primary course objective is for you to understand and be capable of correctly identifying and applying basic behavior analytic principles to varying 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 class, (3) respond appropriately to questions provided on examinations based on the text and class discussion, (4) analyze and present basic behavioral research in the invertebrate behavior lab, and (5) complete BDS modules based on the materials covered in class.

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 is designed to provide a rigorous and in-depth evaluation of the basic principles of Applied Behavior Analysis, as well as to develop the skills necessary for success in graduate school. Each week will include a video lecture posted on Monday evenings for you to view, a 30-minute video chat with the teaching assistant for the course, and a 30-minute online chat with the professor. In addition, each week you will be expected to post to a discussion board regarding the weekly lecture, review the lecture handouts provided, and complete a 30-minute quiz on the materials from the week as identified on the course calendar as well as information discussed during the lecture. Participation will be tracked and graded during both chat sessions during the week. The course will additionally include: 2 Unit Examinations (i.e., midterm and final), 3 Invertebrate Laboratory Assignments, 1 Presentation, and BACB Preparatory Homework.

Course Grades

Your course grade will be calculated based on the number of points that you can earn on the Weekly Quizzes, Unit Examinations, Invertebrate Lab Assignments, Class Presentation, BACB Preparatory Homework, and Participation. The total number of possible points is 1000, and is broken down as follows:

Weekly Quizzes (10 @ 20)	200 points
Participation (10 @ 2)	20 points
Weekly Discussion Posts (10 @ 2)	20 points
Invertebrate Lab Assignments (2 @ 75; 1 @ 150)	300 points
Presentation (1 @ 60)	60 points
BDS Homework Assignment (1 @ 100)	100 points
Unit Examinations (2 @ 150)	300 points
Total:	1000 Points

Grades will be determined according to the following point distribution:

	A	B	C	D	F
Percent	90	80	70	60	50
Points	900	800	700	600	500

Note: A grade of an 80% or higher is considered passing for this course. A grade of a 79% or lower is not considered passing for this course.

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/>.

Other Relevant Information

1. If you wish to drop this course for any reason, SIUC designates a final date by which you can do this. It is your responsibility to ensure that the drop process is officially completed.
2. A grade of incomplete will be given only under the conditions specified in the Undergraduate Catalog. That is, a grade of incomplete can only be given if a student has completed more than HALF of the semester and is PASSING the course. An incomplete exists to help those students who would have passed the course had they been able to continue, but EXTREME circumstances exist such that the student cannot continue.
3. Re-grade requests: If you receive a grade that you believe to be incorrect for any reason, I will be glad to review the grade to allot additional points, under the following conditions:
 - a. You have 1 week after the work has been returned to you to submit a re-grade request to me.
 - b. Requests should include the original work, a written explanation of why you think the grade you received was inaccurate, and specific evidence from class materials to support your original response.

Course Items:

Weekly Quizzes (10 @ 20 pts. = 200 pts.)

There will be 11 weekly quizzes given during the semester, corresponding to the materials covered in class and information provided during the lecture (all indicated in the course calendar). Materials covered each week will include chapters from the course texts (Cooper et al., 2007; Dixon, 2014a, b) and scholarly peer-reviewed journal articles with an emphasis on basic behavioral processes, treatment for individuals with disabilities, treatment for individuals with addictions, and conceptual issues related to the course material. Occasionally, there will be information on a quiz from an earlier week. Quizzes will consist of “definition” questions, “short-answer essay” questions, and “long-answer essay” questions. Quizzes will be completed on D2L. The quiz will be divided into two parts on D2L. You will be given 5 minutes to complete the definition portion of the quiz, and you will be given 25 minutes to complete the short- and long-answer questions. Quizzes will be available on D2L from Friday at 8:00am to Saturday at 11:59pm CST. If you are going to miss a quiz for any reason, you must notify Dr. Dixon or Dana by 11:59pm on Monday of that week so that you can take an alternative version of the quiz prior to the rest of the class. If there is an unexpected event, we will need medical documentation in order for it to be excused unless otherwise discussed with Dr. Dixon. If we do not receive a message by that time, you will receive a 0 for that quiz. No exceptions. *Your lowest quiz grade will be dropped.*

Participation (10 @ 2 pts. = 20 pts.)

Discussion is emphasized in this class. Therefore, you are encouraged *and* expected to participate during both the weekly video and online chats with the TA and the professor, and your contributions will be graded. We will discuss questions that you have about the text and any related issues. If you participate by discussing information related to the material for that week, you will receive one point for each chat, and if you do not participate or do not attend the chats, then you will receive a 0 for the chat. If an absence is excused, then you will be provided an alternative assignment for participation.

Weekly Discussion Posts (10 @ 2 pts. = 20 pts.)

Each week you will be expected to make one post on a discussion board on D2L after viewing the video lecture posted on Monday evenings. The post should include a question and/or regarding the content discussed in lecture or from the reading materials for the week. The discussion posts will be used to guide the content covered in the weekly video chat with the TA, so it is in your best interest to ask questions or bring up topics that will provide you clarification regarding the material for that week. Discussion posts will be due on Wednesday by 7:00pm CST.

Invertebrate Lab Assignments (2 @ 75 pts.; 1 @ 150 pts. = 300 pts.)

This semester, you will write 3 research projects with Madagascar Hissing Cockroaches. The first 2 projects will be completed in groups consisting of three to four members, and the final project will be completed independently. For each project, you will receive actual data collected on subjects from the Cockroach Lab at SIU and a detailed task analysis of methods as well as videos to clarify the methods used in the project. For the first project, you and your group will receive data from an Escape Behavior project with a cockroach. As a group, you will report and analyze the results of the research in a JABA/JEAB formatted **Brief Report**. For the second project, you and your group will receive data from a Preference Assessment with a cockroach. As a group, you will report the results of your research in a JABA/JEAB formatted **Brief Report**. For the final project, you will again receive a set of data collected from a Reinforcer Assessment with a cockroach. You will analyze and report the results of the project, as well as the results from the prior 2 projects, in a three-study JABA/JEAB **Full Report**. *The final project will be conducted independently.* You will be expected to incorporate feedback from the prior reports in the final assignment. In addition, you will be provided feedback within 1-week of submitting your report, and you will have the opportunity to make corrections to the report in order to gain up-to an additional 25 points. The revised report will be due at the time of the final Unit Examination. No late assignments will be accepted.

Presentation (1 @ 60 pts. = 60 pts.)

Presentations will be completed independently, and will simulate a “board room meeting”, where you will be expected to defend the efficacy of your training procedures in teaching language skills to a human participant. You will teach 2 skills to the participant using the procedures described in the PEAK Direct Training module. The skills that you teach will be determined by you. In addition, you will select the research design that you feel best demonstrates experimental control,

and decide on the best way to display the data to convince the audience that your procedures caused the reported skill acquisition. Presentations will be 5-minutes in length, with an emphasis on the methods and results sections. You will be expected to post a video of your lecture on YouTube or D2L by 11:59pm on Friday, 12//9.

BDS Homework Assignment (1 @ 100 = 100 pts.)

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 complete 50% of the BDS modules to receive full credit for the assignment. Any assignments that do not meet this criterion will receive 0 points. You will submit proof of the completion of the BDS homework assignments on D2L by 11:59pm on Friday, 12/16. No late assignments will be accepted.

Unit Examinations (2 @ 150 = 300 pts.)

There will be 2 Unit Examinations given during the semester. The exams will cover all material presented prior to the examination, including readings and information discussed in class. An emphasis will be placed on basic behavioral processes and their application with clinically significant populations. Exams will consist of multiple choice questions (50 pts.), short answer essay questions (50 pts.), and a long answer essay question (50 pts.). Exams will be completed on D2L and you will be given 150 minutes to complete the exams. Exams will be available from Friday at 8:00am to Saturday at 11:59pm CST. No make-up examinations will be provided. If you are going to miss an exam for any reason, you must notify Dr. Dixon or Dana by 11:59pm on Monday of that week so that you can take an alternative version of the exam prior to the rest of the class. If there is an unexpected event, we will need medical documentation in order for it to be excused unless otherwise discussed with Dr. Dixon. If we do not receive a message by that time, you will receive a 0 for that exam. No exceptions.

Additional Considerations:

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. You 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.

Cheating consists of, but is not limited to, looking at another student's quiz/exam, using external aids (such as books, notes, conversation with others) when taking a test, or plagiarizing the work of another person and submitting it as your original work. No course books or materials should be within the student's view during quizzes or exams. NOTE: Changing the size of characters and/or spacing between paragraphs to make your paper appear longer is WIDELY APPARENT to those grading them. Do NOT attempt to do so or your efforts will be publicly acknowledged.

Course Calendar:

Unit 1: Behaviorism, Behavior, Reinforcement and Punishment	
8/22	<i>Receive course syllabus</i> <i>Receive BDS homework assignment information</i> QUIZ 1 (Open Friday-Sunday) Short Answer (2 @ 5pts. = 10pts.) Long Answer (1 @ 10pts. = 10pts.)
	Introduction to 503 and the Science of Behavior <i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 1-2 <i>Supplemental Readings:</i> Baer, Wolf, & Risley (1968) Watson (1913)
8/29	QUIZ 2 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.)
	Abbreviated History of ABA and the Science Behavior <i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 3-4 <i>Supplemental Readings:</i> Baer, Wolf, & Risley (1987) Skinner (1950) Skinner (1953) Skinner (1969) Wolf (1978)
9/5	No Class—Labor Day
9/12	QUIZ 3 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.) <i>Receive invertebrate assignment 1 groups, instructions, and rubric</i>
	Defining and Measuring Behavior, and Evaluating Behavior Change <i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 5-10 <i>Supplemental Readings:</i> Brossart, Parker, Olson, & Mahadevan (2006) Campbell (2004)
9/19	QUIZ 4 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.)
	Operant Conditioning, Reinforcement, and Preference <i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 11-13 <i>Supplemental Readings:</i> Camhi, Tom, & Volman (1978) Dixon et al. (2016) Dixon, MacLin, & Daugherty (2006) Fuller (1949) Slocum & Vollmer (2015) Verriden & Roscoe (2016)
9/26	No Quiz
	Positive and Negative Punishment <i>Primary Text Readings</i> Cooper, Heron, & Heward Ch. 14-15 <i>Supplemental Readings</i>

		Berger, R. P., & Zolotor (2013) Carroll, Joachim, St. Peter, & Robinson (2015) Dozier, Iwata, & Worsdell (2011) Foxx, McMorrow, Bittle, & Bechtel (1986) Hanley, Piazza, Fisher, & Maglieri (2005) Peters, L. C., & Thompson (2013) Heal & Hanley (2011)
10/3	UNIT EXAMINATION 1 (150 pts.) Multiple Choice (50 @ 1pt. = 50 pts.) Short Answer (5 @ 10 pts. = 50 pts.) Long Answer (2 @ 25 pts. = 50 pts.) INVERTEBRATE ASSIGNMENT 1 JABA/JEAB Brief Report (75pts.)	All assigned readings to date
10/10	No Class—Fall Break	No assigned readings
Unit 2: Stimulus Control, Intervention, and Ethical Considerations		
10/17	QUIZ 5 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.) <i>Receive invertebrate assignment 2 groups, instructions, and rubric</i>	Motivating Operations and Stimulus Control <i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 16-17 <i>Supplemental Readings:</i> Davis & Heslop (2004) Dixon, Buono, & Belisle (2016) Grow, Kodak, & Carr (2014) Haq & Kodak (2015) Humphreys, Polick, Howk, Thaxton, & Ivancic (2013) Michael (1975) Klatt & Morris (2001) Sato, Matsumoto, Sakura & Mizunami (2006) Whiting & Dixon (2013)
10/24	QUIZ 6 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.)	Imitation, Shaping, and Chaining <i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 18-20 <i>Supplemental Readings:</i> Athens, Vollmer, & Pipkin (2007) Bancroft, Weiss, Libby, & Ahearn (2011) Dallery, J., & Glenn, I. M. (2005) Dixon, Belisle, Munoz, Stanley, & Daar (2016) Huang & Chiao (2013) Jerome, Frantino, & Sturmey (2007) Ross & Greer (2003) Slocum & Tiger (2011)

10/31	<p>QUIZ 7 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.)</p> <p>INVERTEBRATE ASSIGNMENT 2 DUE JABA/JEAB Brief Report (75pts.)</p>	<p>Differential Reinforcement and Antecedent Strategies</p> <p><i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 21-23</p> <p><i>Supplemental Readings:</i> Bloom & Lambert (2015) Heinicke, Carr, & LeBlanc (2012) Jessel & Borrero (2014) Meier, Fryling, & Wallace (2012) Rooker, Jessel, Kurtz, & Hagopian (2013) Toussaint & Tiger (2012) Zendegui, West, & Zandberg (2014)</p>
11/7	<p>QUIZ 8 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.)</p> <p><i>Receive class presentation groups and rubric</i></p> <p><i>Receive invertebrate assignment 3 groups, instructions, and rubric</i></p>	<p>Functional Behavior Assessment</p> <p><i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 24</p> <p><i>Supplemental Readings:</i> Beavers, Iwata, & Lerman (2013) Dixon & Johnson (2007) Hanley, Iwata, & McCord (2003) Healy, Brett, & Leader (2013) Iwata et al. (1982) Najdowski et al. (2008) Piazza et al. (2003) Northup et al. (1991) Zaja, Moore, Van Ingen, & Rojahn (2011)</p>
11/14	<p>QUIZ 9 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.)</p>	<p>Verbal Behavior</p> <p><i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 25 Dixon (2014a) Introduction</p> <p><i>Supplemental Readings:</i> Dixon et al. (2015) Dixon, Belisle, Whiting, & Rowsey (2014) Dixon, Whiting, Rowsey, & Belisle (2014) Eikeseth, & Smith (2003) McKeel, Dixon, Daar, & Rowsey (2015) McKeel, Rowsey, Belisle, & Dixon (2015)</p>
11/21	<p>QUIZ 10 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.)</p>	<p>Behavior Change Strategies and Generalization</p> <p><i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 26-28</p> <p><i>Supplemental Readings:</i> Belisle & Dixon (2015) Donaldson, DeLeon, Fisher, & Kahng (2014) Jowett Hirst, Dozier, & Payne (2016) Krentz, Miltenberger, & Valbuena (2016) Lalli, Mace, Livezey, & Kates (1998)</p>

		Perkins & McLaughlin (2015) Vargo & Ringdahl (2015)
11/28	QUIZ 11 (Open Friday-Saturday) Definitions (5 @ 1 pt. = 5 pts.) Short Answer (3 @ 5 pts. = 15 pts.) INVERTEBRATE ASSIGNMENT 3 DUE JABA/JEAB Full Report (150pts.)	Ethical Considerations and Limitations of “Traditional” ABA <i>Primary Text Readings:</i> Cooper, Heron, & Heward Ch. 29 <i>Supplemental Readings:</i> Friman (2010)
12/5	PRESENTATIONS DUE 12/9 FINAL UNIT EXAM REVIEW	No assigned readings
12/12	Finals Week INVERTEBRATE ASSIGNMENT 3 REVISIONS DUE 12/12 BDS HOMEWORK ASSIGNMENT DUE 12/14	

Materials References:

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- Davis, H., & Heslop, E. (2004). Habituation of hissing by Madagascar hissing cockroaches (*Gromphadorhina portentosa*): Evidence of discrimination between humans? *Behavioural processes, 67*, 539-543.
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IMPORTANT DATES *

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

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

FALL SEMESTER HOLIDAYS

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

WITHDRAWAL POLICY ~ Undergraduate only

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

INCOMPLETE POLICY ~ Undergraduate only

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

REPEAT POLICY

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

This policy will be applied to all transferrable credit in that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered repeats under this policy. See full policy at <http://registrar.siu.edu/students/repeatclasses.php>

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at <http://gradschool.siu.edu/about-us/grad-catalog/>

DISABILITY POLICY

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

PLAGIARISM

Student Conduct Code <http://srr.siu.edu/student-conduct-code/>
Guidelines for Faculty <http://pvcaa.siu.edu/common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf>

SAFETY AWARENESS FACTS AND EDUCATION

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

<http://safe.siu.edu>

SALUKI CARES

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

SIU'S EARLY WARNING INTERVENTION PROGRAM (EWIP)

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

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

EMERGENCY PROCEDURES

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

STUDENT MULTICULTURAL RESOURCE CENTER

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

MILITARY COMMUNITY

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

Additional Resources:

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

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

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

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