

Rehb 400: Introduction to Rehabilitation

Spring, 2017

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Office Hours W: 1-4; F: 9-12 By Appointment
and by
appointment

Course Overview

Purpose of the Course

To provide an introduction and overview to the field of rehabilitation, with an emphasis on rehabilitation counseling practice.

Objectives

To provide students with knowledge and skills needed to meet competency requirements of rehabilitation counselors as related to the following:

- Explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.
- Articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences
- Integrate into one's practice, the history and philosophy of rehabilitation, as well as the laws affecting individuals with disabilities
- Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings
- Explain the role and values of independent living philosophy for individuals with a disability
- Apply the principles of disability-related legislation, including the rights of people with disabilities, to the practice of rehabilitation counseling
- Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession
- Explain differences between certification, licensure, and accreditation
- Integrate into practice an awareness of societal issues, trends, public policies, and developments, as they relate to rehabilitation
- Articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process
- Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers
- Educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law
- Demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment

- Explain the requirements of benefits available to people with disabilities through systems such as workers' compensation, long-term disability insurance, and social security
- Identify and describe assistive technology resources available to individuals with a disability for independent living and employment
- Explain the practical implications of the CRCC Code of Ethics as part of the rehabilitation counseling process
- Explain purpose of assessment in rehabilitation process
- Use assessment information to determine eligibility and to develop plans for services
- Describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based rehabilitation programs
- Identify and plan for the provision of vocational rehabilitation services with individuals with a disability
- Provide information to prospective employers about the benefits of hiring people with disabilities
- Develop knowledge of transition services that facilitate an individual's movement from school to work
- Describe employer-based disability management concepts, programs, and practices
- Describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services
- Describe the purposes of life-care planning and utilize life-care planning services as appropriate
- Demonstrate knowledge of disability insurance options and social security programs
- Explain the functions of workers' compensation, disability benefits systems, and disability management systems
- Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation
- Identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice
- Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society
- Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability
- Describe and explain established theories of personality development
- Identify impact that different disabilities can have on human sexuality
- Provide career counseling utilizing appropriate approaches and techniques
- Assess an individual's (who lives with disability) readiness for gainful employment and assist individuals with a disability in increasing this readiness
- Provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers
- Consult with employers regarding accessibility and issues related to ADA compliance
- Describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment
- Apply career development theories as they relate to an individual with a disability

- Communicate a basic understanding of established counseling theories and their relationship to personality theory
- Articulate a personal philosophy of rehabilitation counseling based on an established counseling theory
- Identify assessment resources and methods appropriate to meet the needs of individuals with a disability
- Describe basic measurement concepts and associated statistical terms
- Explain and plan for the appropriate use of assistive technology including computer-related resources
- Utilize internet and other technology to assist in the effective delivery of services

Required Text

Parker, R. M., & Patterson, J. B. (2012). *Rehabilitation counseling: Basics and beyond* (5th ed.). Austin, TX: Pro-Ed.

Required Readings

Additional required readings will be announced in class.

Required Equipment

i>Clicker 2 class response units (or smartphones with *i>Clicker 2* app) will be used beginning the 2nd week of class, and their use will be associated with participation points (discussed below). Older versions of the equipment may be available and will work as well. We strongly recommend that you purchase the *i>Clicker 2*, rather than rely on a smartphone, because there have been intermittent problems in the past with smartphone use.

Course Requirements and Description

Class Format

Each class will be divided into two halves. The first half of class will consist of a quiz on the previous week's chapter beginning the third week, and a participatory discussion session on the required weekly readings (see description below). The second half of class will consist of an activity that is related to the readings.

Attendance and Participation

Students are expected to be present, prepared, and on time for each class. Although there are no points awarded for attendance, there will be participation points and quizzes for most classes. Further, anyone who wants an A or B may have **no more than one unexcused absence**. An excused absence is defined as one of the following:

- Medical emergency, upon presentation of doctor's note (planned doctor's visits do not count as a medical emergency)
- Military deployment, upon presentation of deployment papers
- The funeral of a close relative, upon presentation of a funeral card and a copy of a newspaper obituary
- An "away" game or meet, with prior approval of the faculty
- Other, limited, events, with prior approval only

All other absences will be counted as unexcused. If you miss a class, you will miss the opportunity to gain participation points and participate in the class activities that will be a part of your final grade. Please note that it is your responsibility to get the information from a fellow classmate.

i>Clicker

The first half of class will partially consist of a participatory discussion session using the *i>Clicker 2*. The instructor will present questions regarding the weekly readings. Study guides will be available on D2L to help in preparation for the clicker discussions. Each student will have the opportunity to gain 2 points for answering **all** questions and .4 points for each question answered correctly. For example, if there are a total of 20 questions presented to the class for the participatory discussion session and you submitted a response to all 20 questions, the amount of participation points for that session is 2 with the possibility of earning up to 8 additional points, if all questions were answered correctly. There will be 12 classes that feature discussions as described; 10 will count toward the grade. The lowest 2 *i>Clicker* scores will be dropped.

Activities

Each student will be required to work on the final project throughout the semester. The final project is discussed in more details in the section below. Each class there will be an activity that is related to the readings for the week. You will be required to write up and incorporate 6 activities into your final project. The instructions for all activities for which a write-up is required are on D2L. (See appendix for a graphic showing the location). Activity write-ups are scheduled as below. Students submitting activities prior to the “review date” (below) for the project will receive feedback which they may use to revise their papers and receive a higher grade on them. **There are 6 activity write-ups for up to 10 points each.** There will be an appropriately labelled Assignment folder for each.

Activity	Review Date	Due Date
Ecological Factors in Rehabilitation Counseling Interventions	2/14, 11:59 pm	2/18, 11:59 pm
Rehabilitation Counseling Theories	2/28, 11:59 pm	3/4, 11:59 pm
Ecological Approach to the Vocational Behavior	3/21, 11:59 pm	3/25, 11:59 pm
Assessment in Rehabilitation Counseling	4/4, 11:59 pm	4/8, 11:59 pm
Research	4/18, 11:59 pm	4/22, 11:59 pm
People with Disabilities in the Workplace	4/25, 11:59 pm	4/29, 11:59 pm

Field Trip: As a part of the in-class activities, there will be a field trip taken during the semester to the Evaluation and Developmental Center (EDC). Every attempt will be made to schedule the field trip during class times to avoid conflict of scheduling. Each student will be responsible for providing his or her own transportation. Directions to EDC will be provided on D2L.

To receive credit for your field trip, you **MUST** be present during the entire event and complete/submit the required field trip form. You will receive a total of up to 10 participation

points for attending the field trip and completing the required form. **Any student who does not attend the field trip MUST make up the field trip by class April 27, at one of the locations listed below. Any student who does not complete a make-up field trip will receive an INC (incomplete) for the semester.**

Makeup locations:

SICIL

START

EDC

Neurorestorative

H Group

Final Project

Each student will be required to develop a poster presentation on a specific disability as the final project. Students will select a disability in class from a list that will be provided. Selection of a specific disability will be on a first-come, first-served basis. A brief description of the general requirements of the final project are contained herein. More detailed information will be provided on D2L.

The final project will consist of two elements. The first will be a presented poster and the second will be a handout (required) to supplement the information presented on the poster.

General poster requirements: A standard tri-fold poster board should be used as it can be positioned upright on a desk. Most poster boards can be found at reasonable prices at retailers such as Staples and Walmart. For example, a 22"x28" tri-fold foam poster board from Staples is listed as \$9.49 each online. The contents of the poster should be creative representations of the content of the six activities, like pictures, graphs, charts, etc. Examples of past projects are in the Contents area of D2L. (15 points)

General handout description: Because the final project must contain elements of the 6 activity writeups, there will not be enough room to include all of the information on the poster itself. The purpose of the **comprehensive handout** is to provide additional **detailed information** on the disability on which you are presenting. In order to receive full credit for this portion of the final project, all requirements that are listed in the project requirements handout (separate document) must be met. **Normally, the handout will consist of corrected copies of the activity write-ups, plus any additional information you wish to include.** Students should make 2 copies of the handout and bring them on the night they are presenting. (15 points)

Presentation of final project: The final presentation will include your poster and supplemental materials and will be worth 40 points (15 for the presentation itself and 25 for participation in the review of other presenters). Presentations will be held on the class before, and day of finals. Students must prepare a brief presentation that discusses their disability and the poster. They will then give that presentation to groups of fellow students and the course faculty, who will be free to ask questions.

Quizzes

There will be a total of 12 chapter quizzes throughout the semester. Each quiz will cover material from previous week's material and will be worth a total of 10 points. There may also be questions testing your understanding of this syllabus. Quizzes will be given during the first 20 minutes of class. These quizzes will consist of multiple choice and true/false questions. Only 10

quizzes will be counted toward your final grade. **In order to receive an A or B in the course, you MUST score of 70% or higher on 10 of the 12 quizzes.** Your two lowest quiz grades will be dropped. In the event that you fail to reach the 70% requirement, you will have an opportunity to make up those points by submitting a write-up on the questions that were missed. You will only have to write on questions that will make you reach the 70% requirement. For example, if you missed 5 out of 10 questions, you would only need to write a paper for 2 of the questions, not all 5. **You must use at least 2 APA-formatted references for each write-up, unless the questions come from the syllabus. You may use the text as a third reference, in preparing your papers.** Write ups for missed questions will be accepted through the end of the week following the return of the quizzes (Saturday, 11:59). Late submissions **will not** be accepted. You are only permitted to submit write ups for quizzes that you took; write ups will not be accepted for missed quizzes. ****Optional: Students achieving a 70% or higher on ALL 12 quizzes (including students who complete the write ups) will receive 14 points from the remaining two quizzes as extra credit. Therefore, it is strongly recommended that you complete write ups for any quiz that you do not achieve a 70% on, to be eligible for extra credit points. Again, students who miss a quiz due to unexcused absence will not be eligible for the extra credit.**

Study Guides: There are study guides posted on D2L for each chapter. The study guides are not a required assignment for the course, however, they may help you better prepare for the i>Clicker questions and quizzes.

Grading

<i>Components</i>			<i>Points</i>
Activities	6@10 points each	=	60
In class participation	10 points/class x 10 classes (lowest 2 dropped)	=	100
Field trip	10 points	=	10
Quizzes	10 points/quiz x 10 quizzes (lowest 2 dropped)	=	100
Final presentation			
	Poster		15
	Handout		15
	Presentation		15
	Participation		25
	Total Points		340

Grading Scale

Points Needed

A	306-340	(90% - 100% of total possible points)
B	272-305	(80% - 89.7% of total possible points)
C	238-271	(70% - 79.7% of total possible points)
D	204-237	(60% - 69.7% of total possible points)
F	203 and below	(Less than 60% of total possible points)

Course Schedule

Below is the schedule of course topics. It is possible that dates and assignments may change.

	WEEK	TOPIC	Chapter Readings	Quiz Chapter
1	1/19/17	Introduction and Overview	None	None
2	1/26/17	Rehabilitation Counseling: The Profession	Ch. 1	None
3	2/2/17	Ecological Factors in Rehabilitation Counseling Interventions	Ch. 6	Ch. 1
4	2/9/17	Philosophical, Historical, and Legislative Aspects of the Rehabilitation Counseling Profession	Ch. 2	Ch. 6
5	2/16/17	Rehabilitation Counseling Theories	Ch. 5	Ch. 2
6	2/23/17	Professional Practice in Rehabilitation Service Delivery Systems and Related System Resources	Ch. 3	Ch. 5
7	3/2/17	An Ecological Approach to the Vocational Behavior and Career Development of People with Disabilities	Ch. 8	Ch. 3
8	3/9/17	Psychosocial Impact of Chronic Illness and Disability	Ch. 7	Ch. 8
9	3/16/17	Spring Break		
10	3/23/17	Assessment in Rehabilitation Counseling	Ch. 10	Ch. 7
11	3/30/17	EDC Field Trip	None	None
12	4/6/17	Research	Ch. 11	Ch. 10
13	4/13/17	People with Disabilities in the Workplace	Ch. 9	Ch. 11
14	4/20/17	Ethics and Ethical Decision Making in Rehabilitation Counseling	Ch. 4	Ch. 9
15	4/27/17	Technology in Rehabilitation Counseling	Ch. 12	Ch. 4
16	5/4/17	Final Project Presentations	None	Ch. 12
17	Week of 5/8	Final Project Presentations Date and Time TBA	None	None

Course Policies

Policy on Reasonable Accommodations

It is the policy of the Rehabilitation Counseling and Administration program to facilitate reasonable accommodations for any otherwise qualified students with disability, which will assist them in completing their degree programs. Students requiring such accommodations should notify their faculty and faculty advisors, and work through the SIUC Disability Support Services (DSS), whose offices are centralized at the Student Services Building.

Referencing and Academic Papers

Every paper turned in in this class must be regarded as an academic paper, and as such, must be supported by appropriate high quality references. **At minimum, two APA-formatted references must be included, but this is just the minimum acceptable amount.** Having two high quality relevant references will mean your paper will be considered acceptable, but it will not get you top points. More points will be available for students who submit well-supported papers.

Normally, Wikipedia is not considered a high-quality source, nor are blogs. The textbook can be used as a 3rd reference, but its use must be accompanied by a reference in the style for a book chapter, reference style 25 in the APA publication manual.

Extra Credit

A maximum of 20 points of extra credit will be counted towards a grade.

Submitting Assignments

All papers must be completed as Microsoft Word (doc or docx suffix) documents, and submitted through the Assignments area on the course website. Do not send assignments through regular e-mail; they must be submitted to Desire2Learn for credit. If Desire2Learn is down for any reason, you can submit them through regular e-mail to ensure that you do not get penalized for lateness, but they will not be graded until they are submitted to Desire2Learn. If your computer is down, it is your responsibility to find some other way to get the assignment in on time.

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 the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines 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.

Plagiarism

There will be “zero-tolerance” for plagiarism in this class. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification); or using another’s written or spoken theories, hypotheses, ideas, opinion or statistics when they are not “common knowledge”; or using another’s tables or graphics. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file.

Examples of plagiarism: This is a quote from Lehmann and Crimando (2008, p. 159):

Social scientists would refer to this phenomenon as an unanticipated or unintended consequence, or the ‘detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes’ (Shaffer, 2003, para. 5), the law of which suggests that people’s actions always result in unintended consequences (Norton, 2002), with the latter sometimes being the exact opposite of what was intended.

Well-known ways to plagiarize include repurposing a paper developed for another reason either by one’s self or another person, repeating a quote verbatim without any attribution, or attributing it but not indicating that it is an exact quote (by omitting the quotation marks, if required, and page numbers). Included in this will be two or more students submitting substantially similar papers¹. Lesser known ways would include plagiarism by simple word substitution/omission (*This phenomenon is called an unanticipated or unintended consequence, or the ‘detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes’ (Shaffer, 2003, para. 5), and the law suggests that people’s actions always result in unintended consequences (Norton, 2002), that are sometimes the exact opposite of what was intended*); order modification (*Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences*); or a combination of both (*Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences, and the law of unintended consequences says that result may be exactly opposite to what was desired*). Any of these would be plagiarism if they included no attribution or identification as a quote.

The preferred method of including other’s work in your own paper would be to paraphrase, which means putting into **your** own words, and providing proper attribution. For example, you could say “According to Lehmann and Crimando (2008), the law of unintended consequences says that any action may have unplanned and, sometimes, opposite results.” A less preferred method would be to provide a properly attributed exact quote. My rule of thumb is to only quote

¹ When this happens, any student involved will be required to resubmit the assignment, but the total credit possible will be half the points of the original assignment.

when (a) changing even one word of the original statement would weaken the argument; (b) the original author made up a new term; (c) the original author made a mistake; or (d) for variety when used sparingly. Even then, I will return for rewrite any paper which is riddled with lengthy or excessive quotes. If I give you an assignment, I want to read your words; if I wanted to read another author's words, I would read the original.

All student submissions are automatically checked by Turnitin, an originality checker and feedback response mechanism.

Scheduling

Please pay careful attention to all dates, times, and requirements shown in the syllabus and on the website. Changes will be posted to the course Announcements. You are responsible for observing dates, times, and requirements. I am not responsible for reminding you.

Exceptions

There are no exceptions to the policies. Please do not feel compelled to provide a rationale or apology for missing a class (unexcused), quiz, or assignment. I will assume you have a good reason. You must assume you will face the consequences of missing.

Appendix

Finding Activity Instructions

The screenshot shows a Blackboard LMS interface for a course titled "REHB-400-001 - Intro to Rehabilitation - 601". The page is titled "Ecological Factors Activity" and includes a search bar, navigation menu, and a list of activities. A progress bar indicates "0 % 0 of 4 topics complete".

Key elements and callouts:

- 1. Click on Content**: A callout box pointing to the "CONTENT" link in the top navigation bar.
- 2. Click**: A callout box pointing to the "Ecological Factors Activity" link in the left-hand navigation menu.
- 3. Click on activity you want to work on**: A callout box pointing to the "Ecological Factors Activity" link in the main content area.

Activity Name	Count
Table of Contents	43
Syllabus	1
Course Documents	18
Final Project Materials	2
Activities	17
Ecological Factors Activity	4
Counseling Theories Activity	2
Career Theories Activity	2
Assessment Activity	3
Research Activity	3
PWD in the Workplace Activity	2

IMPORTANT DATES *

Semester Class Begins:	01/17/2017
Last day to add full-term course (without Dean's signature):	01/22/2017
Last day to withdraw from the University with a full refund:	01/27/2017
Last day to drop a full-term course for a credit/refund:	01/29/2017
Deadline to apply to graduate at the end of this term:	04/2/2017
Final examinations:	05/8–05/12/2017
Commencement:	05/13/2017

*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>

SPRING SEMESTER HOLIDAYS

Martin Luther King Jr.'s Birthday Holiday 01/16/2017
Spring Break 03/11—03/19/2017

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://inclusivexculture.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>