REQUIRED COURSE MATERIALS

Course ID: fraedrich37096; Course Name: MyStatLab for BA 550 - Marketing Management; Course Materials: Business Statistics 3/e. Buy this online from Pearson. (See instructions)

HBR CASES (6)
CASE INSTRUCTIONS
I have created case course materials on the Harvard Business Education web site, and this message explains how to get the materials you need for class. Course link: https://cb.hbsp.harvard.edu/cbmp/access/27759307. You need to register on the site to create a user name if you do not already have one. Once you have registered, you can log in to see the course materials. Some course materials are in PDF documents, and you can open them with Adobe Reader. eLearning materials include a link you can use to gain access to them. You will have access to these materials for 5 months.

After you register, you can get to the course again by doing the following:
1. Visit hbsp.harvard.edu and log in.
2. Click My Courses, and then click this course name: Fall 2015 Marketing Management HTTPS://CB.HBSP.HARVARD.EDU/CBMP/ACCESS/37849342

COURSE OBJECTIVES

1. To understand the science and art of marketing
2. To become familiar with basic marketing theories and how to apply them
3. To verify basic skill tools within marketing
4. To enhance writing, speaking, and debate skills.
5. A better understanding of how to read, dissect, and apply marketing research into business
6. To understand some of the assumptions within business and marketing and to verify their validity via research.
7. A better understanding of what the global market expects from their employees.

INTRODUCTION
The class revolves around the verification and application of marketing concepts that were taught in prior marketing courses. If you have forgotten these basic concepts, reacquaint yourself with them. Marketing directly relates to revenues, sales, and profitability. The tools used can directly or indirectly affect these outcomes. Within marketing there are very few singularly “best” solutions. Far too many students feel marketing is just advertising; it is not.

This course will help fine tune already existing skill sets. It is vital that you realize companies expect stellar writing and presentation skills as well as statistical and marketing related tools. Firms also want people who know what is happening in the marketplace today. To help in this expectation you will read many articles. The majority are helpful while others are not. In today’s data overloaded environment you are expected to filter material that is significant, reliable, and valid from the dross and be able to apply it to marketing problems.

All stated readings can be accessed via EBSCO within Morris Library. If you don’t know what EBSCO is, talk to someone who does. The databases that SIU offers you are worth thousands of dollars and will cut search times by 75%. I do not provide the readings on D2L because of copyright laws.

Many will be surprised at the amount of work expected in this course, so I will explain. Over the years many instructors have, because of various variables, “relaxed” the amount of work expected in a semester. The normal load for a graduate student who has a part time job, family, and other time consuming activities is nine credit hours. Twelve was considered a full load for someone who did not have these variables. This course assumes the previous explanation. In addition, most professors assume you have a certain set of skills and never question them: I question assumptions.

One goal for me is to verify you have the tools to succeed in a world that has become very competitive. Another goal is for you to be exposed to information that will help you succeed. Many in state universities are under the assumption that the professor’s objective is to make you succeed: this is a false assumption. Those who can afford tuition rates of $20,000/semester assume this as well: and it’s false as well. The professor’s job is to help you with the tools that will give you success after graduation. It is no longer assumed that MBA degrees will automatically yield upper management positions; it helps and is mandatory, but without understanding, knowledge, and how to apply the tools it becomes useless.

**BASIC MARKETING EXAM (10%)**

To assure basic marketing knowledge homogeneity, all students must take a basic marketing exam. Four lectures are designed to help you get up to speed as well as a reader. You will have three attempts at the exam with the best being counted. The exam is timed and will be multiple choice over all basic marketing knowledge within the lectures and Basic Marketing Notes. The grading portion is different in that any score above 80% is counted in the usual way. Anything between 80% = 50%.

**ESSAY EXAMS (2 @ 10% = 20%)**

Two essay exams covering the readings will be given during the semester. Questions will stress the application of the readings to marketing problems and solutions. A good answer cites the correct supportive readings (Author & Year) gives real examples to defend his/her best answer
and is very detailed using non-required readings as well. Prior to each exam, you will be given a list of 8 questions, two of which will be on your exam.

**CASE WRITE-UPS (2 @ 15% = 30%)**

[https://cb.hbsp.harvard.edu/cbmp/access/37849342](https://cb.hbsp.harvard.edu/cbmp/access/37849342)

Six cases are assigned to read and discuss. With each case certain assigned students will do a comprehensive case write-up (Due at least one hour before class time) while the other students will send me their power points for the case’s problem, solution, implementation, and assumptions. The two comprehensive case write-ups sent to me are graded. **Those assigned a case write-up must email their case at least one hour before class begins. Failure to do so is -1 letter grade.** Depending upon what the presenter states and how well he/she makes the argument, (see class participation heading) your written case’s grade may increase or decrease.

Everyone wants to know what a good case write-up is and use it as their template, yet each is different. To guide you, go to D2L and open the sample case write-up as well as what you shouldn’t have in your case. There are certain points you need to remember:

1. Remember to justify important points via internal and external references.
2. Remember that I am reading your case, therefor simple concepts should not be explained to me.
3. Always justify your arguments with referenced materials.
4. Try to be as detailed with the implementation of your suggestions and justify why these are better than the others.
5. Remember, I read your case as if I had to decide whether or not to adopt your plan. Do not give me the traditional SWOT analysis, explain two to three options, and then choose the obvious BEST. I want the following without any deviations:

1. **THE PROBLEM(S)**
   
   Most of the time case authors present students with an obvious problem. In my class never assume they are correct. All cases assigned are to be dealt with in the present not when they were written. For example the case notes may be from 2010 on a real company or product but I want you to explain in the current year whether or not this is/was the problem and if they have other problems. Again, I am reading this paper, not a student or someone who is oblivious to basic theoretical concepts within marketing. This means that when you state your problems you must justify, using appropriately cited material, from outside resources (this means going online through EBSCO to read more literature), as to why these are problems and what, within marketing, defined them as problems. Later I will explain the difference between a reference and a bibliography. Also, remember that you are attempting to prove to me that you understand marketing theory but also that you can operationalize using the tools of marketing. This represents the art and science of marketing.

2. **YOUR SOLUTION(S)**
   
   As stated earlier, this section should be constructed as to the best solution to the problems you have just defended. Do not attempt a straw man argument (Giving me three alternatives, trashig
two of them, and telling me the remaining one is the best.). In this section you are to explain and justify which specific strategies within marketing would best fit the problems you identify.

3. YOUR IMPLEMENTATION
In this section I want you to operationalize the strategies chosen to solve the problems identified by you. This is sometimes called a tactical report which means that you must choose specific marketing tools, attempt to create a budget, and allocate resources. As a result you will have to find out costs associated with various types of marketing applications which can be fairly difficult. To do this you must be familiar with search engines to get approximate costs. This also brings up a problem that you will face in regards to data insufficiency. Because of time constraints it will be impossible for you to get exact cost estimates for many marketing tools. Therefore you will need to make some assumptions which is the rationale for the last section of your report.

4. YOUR ASSUMPTIONS
This section allows you to create a reality that can justify your solutions as well as potential problems. Remember that your assumptions must be based in some plausible factual data that you reference. For example, if this is a small company and the problem suggests a promotional strategy and one of the specific tools you suggest is advertising, assuming a $10 million per month add campaign would be irrational. Such leaps of faith will not be tolerated; however, I know the difference between fantasy and plausible reality. Remember that your assumptions can drive your problems, solutions, and implementation. On rare occasions students have made assumptions that have allowed them to simplify the case yet are unrealistic to business. Please be aware that if you attempt such a strategy and feigning ignorance will result in a failing grade.

HINTS

1. Do not assume anything, even the potential problems the case writer suggests. You must justify every significant point within your write-up via the literature.
2. Your case analysis is to be single spaced, twelve (12) type, with one (1) inch margins all around. All cases must be emailed to me one hour before class.
3. Each write-up is to be of professional quality in terms of grammar, punctuation, spelling, style, etc. For guidance in these matters see: Strunk, William and E.B. White (1979 or later), The Elements of Style, Third or later Edition, New York: Macmillan Publishing Company or Hodges, John C. and Mary E. Whitten (1972 or later), Harbrace College Handbook, Seventh or later Edition, New York: Harcourt Brace Jovanovich, Inc. Its content and appearance should reflect a highly professional effort. Therefore, it must be typed accurately and neatly, etc.
4. All tables and charts or figures must be introduced properly within the narrative and can either be placed after you introduce them within the body of your report or you can put them in an appendix titled “Tables, Charts, etc.”
5. Remember, that if you cut and paste into your report a table or chart without sourcing it’s defined as plagiarism. Also when you are sourcing you must, in parentheses under the table or chart, list the website location, its page number, when you accessed the website, and the full reference should be in your reference sheet.
6. A bibliography relates to general materials used but not specifically cited as justification for major items within your report.

7. For grading purposes I take one letter grade for each of the following: Grammar, Spelling, Sentence Structure, Poor Writing Style, Plagiarized Material, Unlabeled Charts, Tables, or Graphs; Not explaining your tables and charts within your narrative, Not properly sourcing, Confusing a bibliography with a reference sheet, Boilerplate Language (i.e. giving me pages of information that is not germane to one of the four numbered sections), and Poor Supportive Research. **There is no page limit.**

**GENERAL CLASS PARTICIPATION (20%)**

It is important to share your business or cultural experiences. The second class period you will fill out a seating chart and that spot will be yours. If I don’t know who you are I cannot call on you in class. Class time will be spent lecturing on some important marketing constructs, case discussion, and participating in assigned article discussions. I randomly choose students to start the discussion and function as a moderator. Class participation is graded somewhat subjectively. You start with full credit (200 points) and work your way down by not being prepared. The focus is on application and meaningful dialogue. **The following affects class participation (-20 points each): Absences or being late (>5 minutes); Failing to engage in discussions; Not being prepared when called upon; Trivial banter that does not help the class.**

**CASE PRESENTATION AND POWER POINT EMAIL (PART OF CLASS PARTICIPATION GRADE)**

Those not assigned to write up the case must be prepared to lead the class in discussion. You must email your power points to me **at least one hour before the start of class.** Several power point slides showing your assumptions, the issues/problems, solution, and implementation must be included in the slides. **Your presentation should be no more than 15 minutes.** Do not give the class an overview of the case: it is redundant and I will take off 20 points. If called upon, e-mail or give your power points to the class. If you can persuade the majority of the class that your problem, solution, and implementation are best, **no points are taken off from your class participation score but points will deducted from those write-ups that do not agree with your plan.** Twenty points will be deducted if you do not send me your power points. For those who I do not call on, your power points are reviewed and graded relative to what was presented in class and graded accordingly. This “mock court” discussion affects your class participation scores.

**STATISTICS AND EXCEL (20 %)**

One of the problems in many MBA programs is the assumption that all students are familiar with basic statistics and are proficient at Excel; I do not assume this. As a result, this course has a statistics and Excel portion. This part of the class will be online with all exercises, tests, and assignments going through D2L. We will not be taking lecture time to address this component that many instructors assume you have already perfected. **Click here for Student registration video.** For all materials within MyStatLab you are to watch the video presentations, view the Chapter Opener, view the Ethics in Action, view the Technology Help, and view the Brief Case.
Please complete any items you feel you have not mastered. Each chapter will have a MyStatlab exercise (Brief Case: Click on SC for the data base and answer the questions NOT the exercises and quiz). **ALL ASSIGNMENTS ARE DUE ON THE DATE STATED AT 23:30.**

**GRADING**

The grading percentages are as follows: 90-100 = A; 80-89 = B; 70-79 = C. In order to have a good class it is imperative you come prepared.

**SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Discussion of course</td>
</tr>
<tr>
<td>8/26</td>
<td>Basic Marketing Lecture 1, Seat Assignment, and read Orientation &amp; Getting Ready (Pearson:MyStatLab)</td>
</tr>
<tr>
<td>8/31</td>
<td>Basic Marketing Lecture 2 and Written Case Assignment, P*Chapter 1: Data and Decisions; Assignment 1: Brief Case: Credit Card Bank [SC 1], (p.14).</td>
</tr>
<tr>
<td>9/2</td>
<td>Basic Marketing Lecture 3 and P*Chapter 2: Displaying and Describing Categorical Data; Assignment 2: Brief Case: Credit Card Bank, (p.39).</td>
</tr>
<tr>
<td>9/7</td>
<td>LABOR DAY</td>
</tr>
<tr>
<td>9/9</td>
<td>Basic Marketing Lecture 4 and P*Chapter 3: Displaying and Describing Quantitative Data; Assignment 3: [Detecting the Housing Bubble], p. 82.</td>
</tr>
<tr>
<td>9/14</td>
<td>Discussion and application of Readings 1: Marketing Trends and P*Chapter 4: Correlation and Linear Regression; Assignment 4: Brief Case, p. 131 [Fuel Efficiency].</td>
</tr>
<tr>
<td>9/23</td>
<td>Discussion and application of Readings 3: Strategy and <strong>MUST FINISH YOUR ATTEMPTS AT THE BASIC MARKETING EXAM (D2L) NO LATER THAN 9/23; 23:30</strong> and P*Chapter 7: The Normal and other Continuous Distributions; Assignment 6, p. 233,[Price/Earnings and Stock Value].</td>
</tr>
<tr>
<td>9/28</td>
<td>Discussion and applications of Readings 4: Technology, Information, &amp; Market Analysis and P*Chapter 8: Surveys and Sampling.</td>
</tr>
</tbody>
</table>
9/30 **CASE 2: Malaysia Airlines** and P*Chapter 9: Sampling Distributions and Confidence Intervals for Proportions; Assignment 7, p. 304 [Real Estate Simulation].

10/5 Discussion and application of Readings 5: Data Mining and P*Chapter 10: Testing Hypotheses about Proportions; Assignment 8 p. 324,[Loyalty Program].

10/7 Discussion and application of Readings 6: Ethics and CSR and P*Chapter 11: Confidence Intervals and Hypothesis Tests for Means; Assignment 9, p. 357, [Real Estate].

10/12 **FALL BREAK**

10/14 **CASE 3: VW and India** and P*Chapter 12: More About Tests and Intervals; Assignment 10, p 387, [Paralyzed Veterans Data].

10/19 Discussion and application of Readings 7: Buyer/Market Behavior and P*Chapter 13: Comparing Two Means; Assignment 11, p.435, #71 [Online Insurance].

10/21 Discussion and application of Readings 8: Promotion and P*Chapter 14: Inference for Counts: Chi-Square Tests; Assignment 12, p. 466, [Loyalty Program].

10/26 **ESSAY EXAM 1 (READINGS 1-7)** and P*Chapter 15: Inference for Regression; Assignment 13, p. 507,#38 [Sales and Profits].

10/28 **CASE 4: Motor Trike** and P*Chapter 16: Understanding Residuals; Assignment 14, p. 545 #28 [Movie Revenues].

11/2 Discussion and application of Readings 9: Sales Promotion and P*Chapter 17: Multiple Regression; Assignment 15, p.584, [Golf Success].

11/4 Discussion and application of Readings 10: Public Relations and P*Chapter 18: Building Multiple Regression Models; Assignment 16, p. 632, [Building Models].

11/9 **CASE 5: Colgate-Palmolive Canada** and P*Chapter 19: Time Series Analysis; Assignment 17, p. 678, [Tiffany & Co.).

11/11 **VETERANS DAY**

11/16 Discussion and application of Readings 11: Product and Branding and P*Chapter 20: Design and Analysis of Experiments and Observational Studies; Assignment 18, p.739 #45, [Cereal Shelf Placement].

11/18 Discussion and application of Readings 12: Branding and P*Chapter 22: Nonparametric Methods; Assignment 19, p.803 #20 [Job Satisfaction].

11/23 Discussion and application of Readings 13: Pricing and P*Chapter 23: Decision Making and Risk (Data Description, Inc.).
11/25  THANKSGIVING BREAK

11/30  CASE 6: Boost

12/2  Discussion and application of Readings 13: Pricing and P*Chapter 24: Introduction to Data Mining; Assignment 20, p. 846,[Case Study: Marketing Experiment].

12/7  Discussion and application of Readings 14: Supply Chains and Channels.

12/9  ESSAY EXAM 2 (READINGS 8-14)

12/14  FINAL EXAM AS DISCUSSED IN CLASS**

* This syllabus is subject to change at the discretion of the instructor.
** A discussion of this time period will be discussed in detail.
*Denotes Pearson Online Stats Book

BA 550 FALL 2014 READINGS

READINGS 1: MARKETING TRENDS


READINGS 2: SOCIAL NETWORKING, MEDIA, AND MARKETING
Read: http://en.wikipedia.org/wiki/Social_networking_service


READINGS 3: STRATEGY


READINGS 4: TECHNOLOGY, INFORMATION & MARKET ANALYSIS


Read New Market Research Methods and Techniques
http://www.mymarketresearchmethods.com/new-market-research-methods-techniques/

Read The New Market Research:


READINGS 5: DATA MINING


READINGS 6: ETHICS AND CSR


**READINGS 7: BUYER/MARKET BEHAVIOR**


**READINGS 8: PROMOTION**


**The New Science of Viral Ads: Interaction.**
*Full Text Available*

**Periodical**


**READINGS 9: SALES PROMOTION**


8 Big Sweepstakes Mistakes. West, Jed. Promotional Marketing. 7/24/2013, p1-1.

**READINGS 10: PUBLIC RELATIONS**


**READINGS 11: PRODUCTS & BRANDING**


**READINGS 12: BRANDING**


**READINGS 13: PRICING**


**READINGS 14: SUPPLY CHAINS & CHANNELS**


**READINGS 15: SUPPLY CHAIN**


**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](http://www.bert.siu.edu), Department of Public Safety’s website [www.dps.siu.edu](http://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.

**To register for MyStatLab for BA 550 - Marketing Management:**
2. Under Register, click **Student**.
3. Enter your instructor’s course ID: fraedrich37096, and click **Continue**.
4. Sign in with an existing Pearson account or create an account:
   - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click **Sign in**.
   - If you do not have a Pearson account, click **Create**. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor’s online course:
   - Use the access code that came with your textbook or that you purchased separately from the bookstore.
   - Buy access using a credit card or PayPal.
   - If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
6. Click **Go To Your Course** on the Confirmation page. Under MyLab & Mastering New Design on the on the left, click **MyStatLab for BA 550 - Marketing Management** to start your work.

**Retaking or continuing a course?**
If you are retaking this course or enrolling in another course with the same book, be sure to use your existing Pearson username and password. You will not need to pay again.

**To sign in later:**
2. Click **Sign in**.
3. Enter your Pearson account username and password. Click **Sign in**.
4. Under MyLab & Mastering New Design on the left, click **MyStatLab for BA 550 - Marketing Management** to start your work.

**Additional Information**
See **Students > Get Started** on the website for detailed instructions on registering with an access code, credit card, PayPal, or temporary access.

**ADVICE**
1. Life is not fair -- get used to it!
2. The world doesn't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.
3. If you think I'm tough -- wait until you get a boss!
4. If you mess up, it's NOT your parents' fault -- so, don't whine about your mistakes --- LEARN FROM THEM.

5. It’s a lie that there are no winners and losers. Everyone doesn’t get a pat on the back just for showing up and doing their job.

6. Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you FIND YOURSELF!

7. Television is NOT REAL LIFE. In real life people actually have to leave the coffee shop and go to jobs!

8. Unless your parents own the company, no one is going to care about your family and your problems. Eventually it’s all about the bottom line, whatever that may be.

9. Learn as much as you can in your degree program because chances are your children won’t be able to afford the education you have.

10. You live in a global marketplace where your competition doesn’t have the opportunities you have. They will work harder for less to get what you take for granted. The solution is to work smarter and more efficiently than them.

**Fall 2015**

**IMPORTANT DATES**

Semester Class Begins ................................................. 08/24/2015

Last day to add a class (without instructor permission): .............. 08/30/2015

Last day to withdraw completely and receive a 100% refund: ...... 09/06/2015

Last day to drop a course using SalukiNet: ......................... 11/01/2015

Last day to file diploma application (for name to appear in Commencement program): .............................................. 09/18/2015

Final examinations: ..................................................... 12/14–12/18/2015

**SPRING 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, 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 sup-port 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.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. 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 subcultures, 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
ADVICEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/
http://pvcaa.siu.edu/