

SIPDC

Staff Development Opportunities

July-December, 2009

ABE/ASE New Teacher Orientation: Fee-\$35.00 (includes lunch and materials)

July 31, 2009

ABE/ASE New Teacher Orientation
Southwestern Illinois College
Main Complex Bldg., Room 2271
Belleville, IL
8:30 a.m.-4:00 p.m.

August 10, 2009

ABE/ASE New Teacher Orientation
John A. Logan College
Ad.Ed. Bldg. H, Room 114
Carterville, IL
8:30 a.m.-4:00 p.m.

This one-day new teacher orientation is for ABE/ASE instructors with one year or less experience in teaching adults. It is designed to provide an overview of the aspects of adult education.

Areas and topics to be included are:

- (1) Characteristics of Adult Education Learners including:
General characteristics of adult education learners and adult education programs, reasons students come to classes, retention issues and barriers to success.
- (2) Adult Education Programming including:
Published or proposed standards for adult education, NRS, standardized assessments, GED Tests® information and structures of adult education classrooms.
- (3) Effective Instructional Practices including:
Foundations for effective ABE/ASE instructors and the essentials of lesson development.
- (4) Professional Development including:
Service Center trainings, other training opportunities and online training for teachers.

*** Join us for this statewide uniform training**

ESL New Teacher Orientation: Fee-\$35.00 (lunch included)

July 31, 2009
ESL New Teacher Orientation
Southwestern Illinois College
IS Bldg., Room 2272
Belleville, IL
8:30 a.m.-4:00 p.m.

August 10, 2009
ESL New Teacher Orientation
John A. Logan College
Building H, Room H116
Carterville, IL
8:30 a.m.-4:00 p.m.

This is an all-day workshop designed to enhance your confidence and increase your ability to provide a successful learning environment for your students.

Topics covered will include:

- Finding ESL materials everywhere
- Teaching students from a variety of cultures
- Overview of National Reporting System (NRS)
- Overview of ESL assessments
- Developing lessons
- ESL Assessment: BEST/CELSA
- Retention issues
- Basic adult learning theory
- How to manage a multilevel classroom
- General characteristics of adult learners

***Join us for this newly revised statewide uniform training**

STAR (STudent Achievement in Reading) 5-day training (Fee: \$50.00, meals on your own)

Call to arrange

STAR training consists of 5 full days (6-1/2 hours each day) of evidence-based reading diagnostic assessment and instructional strategies, with practice, in each of the four components of reading; alphabets, fluency, vocabulary, comprehension. STAR focuses on the adult learner who has reading skills between 4.0 and 8.9. This training reflects national STAR training objectives and methods of delivery and requires program administrators to attend, along with teachers (and support staff, if the program so desires). "Homework" is assigned after each day's training, and participants are responsible for ensuring that homework assignments are completed as assigned. Training and technical assistance is provided by Linda Cox, SIPDC. Upon completion of the 5-day series, participants will receive Certification of Completion of STAR Training from SIPDC; 32 CPDUs; and full access to the national STAR website and ToolKit.

READING LITERATURE FOR TRANSITIONING TO POST-SECONDARY EDUCATION : No fee (3 hours)

Call to arrange

This workshop provides instructional strategies and practice in helping adult learners with reading skills beyond the 9.0 level understand how to analyze and think critically about literature. Participants are provided with a copy of a short story, “Two Words” by Isabel Allende and assigned to read it prior to the workshop. During the workshop, the focus will be on questions geared to elicit discussion about what's going on in the story and how the characters relate to each other. We will also discuss this author's use of metaphor, word choice, and her skillful use of the combined power of language and literacy to spur the reader's imagination.

EVIDENCE-BASED READING INSTRUCTION (EBRI) WORKSHOPS

Length of **Each** Interactive Workshop: 3 hours* No Fee

***Participants must attend all 6 workshops to receive total of 18 CPDUs and Certificate of Completion**

Call to arrange

Workshop #1 - Overview of EBRI and the Four Components of Reading (Alphabets, Fluency, Vocabulary, Comprehension)

Remembering and understanding what one has read is the ultimate goal of reading instruction. This workshop focuses on:

- What is EBRI and why is it important?
- What is the research base behind EBRI?
- What are the four components of reading and how are they connected?
- How accurate is the TABE in assessing reading skills? What additional assessments can we use? How can we get them? When, where, and how do we use them?
- Why do we have to assess all four components of reading?
- What is explicit (direct) instruction—and why should we be doing it?
- How can we plan to implement EBRI and explicit instruction in our program?
- How do we monitor students' progress?

Homework Assignment #1 (Group):

*As a program, collaborate to write an outline or flow chart that reflects your program's **current** process for intake, assessment, and reading instruction. Hand it in to the presenter (Linda Cox) at the beginning of the next workshop for feedback.*

Workshop #2 – Conducting Diagnostic Assessments in each of the four reading components (Alphabets, Fluency, Vocabulary, Comprehension)

In this workshop, you will be provided with sources, resources, and handouts to conduct diagnostic assessments in each of the four reading components. We will discuss the “how-to's” of each assessment in depth, and you will gain hands-on practice with:

- assessment in Alphabeticity
- assessment in Fluency
- assessment in Vocabulary
- assessment in Comprehension
- learning what the results of each of these assessments mean
- learning how the results can inform your instruction

Homework Assignment #2 (Individual):

You are to assess TWO students who have a TABE Reading GLE score between 4.0 and 8.9 in each of the four components of reading. Note the TABE Reading GLE score (5.9, 6.5, 7.2, whatever) for each student as well as their scores in each of the four components of reading. We will use these assessment results in Workshop #3 and discuss your experiences, concerns, and issues.

Workshop #3 - Using Results of Diagnostic Assessments to Create Learner Profiles and Plan Differentiated Instruction

Okay, you've assessed two of your students in each of the four components of reading. Now what? In this workshop, we will use the results of those assessments and

- compare them with the student's TABE score given at intake
- analyze each component of each student's assessments to determine areas of need
- learn how to group students with similar areas of need
- learn how to instruct learners with different needs (differentiated instruction based on individual needs)
- learn how to create a plan for the entire class that addresses all students' needs.

Homework Assignment #3 (Individual):

As an individual, and based on your two students' learner profiles, create a lesson plan for a one-hour reading class that reflects differentiated instruction based on individual needs while and also accommodates the needs of others in the class.

Workshop #4: Evidence Based Reading Instructional Strategies (with practice) for Alphabeticity and Fluency

How can we help students decode an unfamiliar word, especially if it has several syllables? Looking for patterns rather than trying to learn all the rules can be a key factor in helping students develop phonics skills. Fluency is reading with expression, attention to punctuation, accuracy (getting the right words in the right places); and rate (not so fast or so slow that one cannot remember what has been read). During this interactive three-hour workshop, participants will learn:

- How alphabeticity and fluency contribute to overall comprehension
- Assessments beyond the TABE that can identify alphabeticity strengths and weaknesses.
- Assessments beyond the TABE that can identify problems with fluency.
- What explicit instruction in alphabeticity is – why we should use it
- What explicit instruction in fluency is – why we should use it

- Specific teaching strategies to develop alphabetic skills
- Specific teaching strategies to develop fluency skills
- sources and resources for teaching alphabetic and fluency
- to monitor students' progress

Homework Assignment #4 (Individual):

Plan an alphabetic lesson and a fluency lesson for intermediate-level ABE students that are systematic and reflect the elements of direct and explicit instruction. Turn in both lessons to the presenter at Workshop #5 for feedback.

Workshop #5: Evidence-Based Reading Instructional Strategies (with practice) for Vocabulary

Adult learners' oral vocabularies are often different from their written vocabularies. Helping students learn new words that occur across curriculum, understand their meanings, and use them correctly is instrumental in developing overall reading skills. Participants in this interactive three-hour workshop will learn:

- How vocabulary contributes to overall comprehension
- What explicit instruction in vocabulary is – why we should use it
- Specific teaching strategies to develop vocabulary and handouts that address vocabulary development
- sources and resources for teaching vocabulary
- to monitor students' progress

Homework Assignment #5 (Group):

Collaborate with your program's team to write an Action Plan that reflects the changes you plan to implement in your program's process for intake, assessment, and reading instruction. Revise your outline or flowchart that you prepared in Homework Assignment #1 to reflect these changes. Turn it in to the presenter (Linda Cox) at the beginning of the next workshop. Linda will provide follow-up at a later date scheduled specifically for your program.

Workshop #6: Evidence-Based Reading Instructional Strategies (with practice) for Comprehension...and Putting it All Together

The end goal of all reading instruction is comprehension. As we know, it is simply not enough to be able to read a passage. We must be able to understand it, to remember it, and to apply what we have read. In this workshop, we will

- review how alphabetic, fluency, and vocabulary impact overall comprehension
- learn what explicit instruction in comprehension is; why we should use it
- learn to teach the reader, not the text
- learn key points and goals of teaching comprehension
- put it all together – plan appropriate instruction based on students' instructional needs
- learn how to develop instructional routines to maximize classroom time
- discuss policy, programmatic, and social-emotional elements that are factors in successful implementation of EBRI

- review and practice monitoring students' progress
- re-visit Action Plans
- reflect...What have we learned and accomplished through this series of EBRI workshops?
- complete evaluations
- celebrate with songs...and dance... and chocolate! Or maybe just chocolate!

CPDUs and Certificates of Completion will be awarded at the end of the final workshop in the series.

In addition, there will be a follow-up visit to observe and to provide technical assistance as you implement EBRI in your program.

Reading Skills for Advanced Learners (9.0 – 12.9) No fee (3 hours)

Call to arrange

Learn how you can help adult learners enhance their skills for successful transition into post-secondary education. We will discuss and practice teaching strategies with reading passages selected to help readers better understand critical concepts such as inference, or “reading between the lines.” We will also practice questioning techniques designed to help students think critically about content and context, and strategies to help students learn to “skim” and “chunk” paragraphs to increase reading speed without sacrificing comprehension.

NRS Creating Success: No fee (3 hours)

Call to arrange

Positive results from the National Reporting System play an essential role in the success of individual programs and also in the success of adult education in Illinois. This workshop combines information from NRS Phase I, II, and III to address the following:

- Explanation of NRS and data overview
- Linking data collection with standards from NRS
- Coordinating data collection to maximize performance outcomes
- Defining and setting appropriate and realistic goals
- Balancing program needs and student needs in setting goals
- Integrating goals into instruction
- Examination of NRS core outcomes measures, retention, persistence, and post-test rate
- Continuous improvement at the program level

TABE 9 & 10: No fee (3 hours)

Call to arrange

This workshop will focus on how to administer the TABE 9 and 10 and why it's so important to your student and your program to:

- give the Locator Test before giving the TABE
- pre-test and post-test
- time the TABE test according to the test guidelines
- consider what you can do to help maximize the potential for student gains

We'll also discuss TABE 9 and 10 in comparison to TABE 7 and 8; the various levels of TABE and what they are designed to measure; how TABE test results can be interpreted and why they may sometimes not be an accurate measure of students' actual reading levels.

The Nitty-Gritty of Transitioning: No fee (3 hours)

Call to arrange

In this interactive workshop, learn how to work with students to develop reading skills, listening skills, study skills, note taking skills and test-taking skills necessary for transitioning to post secondary or the workforce.

Learning Styles in the ESL Classroom: No fee (3 hours)

Call to arrange

People learn differently and at different paces because of their biological and psychological differences and these differences are prominent in any ESL/EFL setting where students come from different cultural and educational backgrounds. This interactive workshop will focus on the various learning styles and strategies participants can use with ESL students.

Hands-On Learning and Doing: No fee (3 hours)

Call to arrange

What do you do with your students who are constantly moving and seem to have difficulty paying attention? Make your classroom work for them! Join in this highly interactive session to find ways to have your classroom "moving and shaking" and your students learning by doing while having fun.

Effective Instructional Strategies and Techniques for Students with Special Learning Needs: No fee (2 hours)

Call to arrange

Learning strategies are methods that students use when learning new skills as well as when practicing these skills or applying them to new situations. Find ways to help students build on prior knowledge, use mnemonics, and organize their learning in a systematic, contextualized approach.

BEST Plus: No fee (all day, brown bag lunch)
(This workshop will be offered in coordination with the Central Service Center and will only be offered as need dictates)

Agenda

1. Introductions and Workshop Overview.
2. Overview of BEST Plus.
3. 'Round the Room Test Demonstration.
4. Scavenger Hunt in the Test Administrator Guide.
5. Benchmark Scoring.
6. Practice Scoring – “Student A”.
7. Computer Lab Practice.
8. Practice Scoring – “Student B”.
9. Practical Considerations.

Special Learning Needs Resource Specialist Training: Fee-\$75.00 (materials only)

This hybrid of online and in-person sessions replaces the traditional 8-day training. Three sessions are in-person and 9 sessions are online. Homework assignments will be made to practice all of the principles taught in this training. Based on needs of participants, additional online sessions may be added. Dates of online sessions could be adjusted depending on group schedules.

Attendance at all sessions is required. Preregistration is required. (see attached registration)

Day #1 September 18, 2009
Rend Lake College Marketplace
Mt. Vernon, IL
8:30am- 4:00pm

Online Session #1 September 25, 2009
Online – Horizon Wimba
9:30am-10:00am – Walk-Through of online system
10:00am- 11:30am – SLN session

Online Session #2 September 25, 2009
Online – Horizon Wimba
10:00am- 11:30am – SLN session

Day #2 November 20, 2009
Rend Lake College Marketplace
Mt. Vernon, IL
8:30am- 4:00pm

Online Session #3 December 11, 2009
Online – Horizon Wimba
10:00am- 11:30am – SLN session

Online Session #4 January 8, 2010
Online – Horizon Wimba
10:00am- 11:30am – SLN session

Online Session #5 January 29, 2010
Online – Horizon Wimba
10:00am- 11:30am – SLN session

Online Session #6 January 29, 2010
Online – Horizon Wimba
10:00am- 11:30am – SLN session

Online Session #7 February 12, 2010
Online – Horizon Wimba
10:00am- 11:30am – SLN session

Online Session #8 March 25, 2010
Online – Horizon Wimba
10:00am- 11:30am – SLN session

Online Session #9 April 9, 2010
Online – Horizon Wimba
10:00am- 11:30am – SLN session

Day #3 April 16, 2010
Rend Lake College Marketplace
Mt. Vernon, IL
8:30am- 4:00pm

Writing the Research Paper: Skills for Transitioning to Postsecondary Education:

No fee (3 hours)

Call to arrange

This workshop focuses on how to teach adult learners to write a research paper. Instructors will gain awareness of and practice teaching strategies to help students:

- Brainstorm a topic
- Narrow the topic
- Locate sources of information
- Take notes

- Organize ideas
- Recognize and avoid plagiarism
- Write an outline or graphic organizer
- Revise the first draft

In addition, participants will discuss handouts with samples of basic formats for writing bibliographies; the importance of adhering to specific format or style; and the role of revision in the final product.

Asperger's Syndrome and the Adult Education Classroom: No fee (1 1/2 hours)

Call to arrange

With an increasing number of students with Asperger's Syndrome in adult education classrooms, we need to understand more about Asperger's and what we can do as instructors to assist these students in our programs. This workshop will discuss the characteristics of Asperger's Syndrome, comorbidity issues and interventions to use in the classroom.

Transitioning to Post Secondary and to the Workplace: No fee (3 hours)

Call to arrange

This workshop provides a broad overview of transitioning as it pertains to adult education, including:

- What it is
- Why it is so important
- How it impacts adult education programs and staff
- How it impacts adult learners
- What we can expect next...

Transitioning Students with SLN: No fee (3 hours)

Call to arrange

Whether you are working with students with SLN to transition to post-secondary or to employment, there are several things to consider. Transition is change and students with SLN need assistance from adult educators to prepare them for the challenges they will face when making this change. This workshop will focus on what these challenges are and ways to assist students with SLN circumvent these challenges as they transition.

Fall Conferences:

October 22-23, 2009
Central Service Center Conference, Bloomington, IL

November 4-6, 2009
SIPDC Conference, Regency Conference Center, O'Fallon, IL

December 3-4, 2009
Northern Service Center Conference, Bloomingdale, IL

Horizon Wimba Activities

WIMBA sessions for summer 2009

Horizon Wimba Summer '09

Horizon WIMBA is an exciting new form of virtual classroom. Using WIMBA, participants can work from their office, their kitchen, or even their patio! Wimba allows for audio chat, text chat, and visual presentations. During this introductory session, participants will confirm their computer's ability to participate in future WIMBA events, learn how to navigate around the Horizon WIMBA learning tool, and practice communicating with others through Horizon WIMBA. One Horizon WIMBA Walkthrough must be taken before attending any other online sessions.

No registration fee. Go to www.excellenceinadulthood.com for more information and to register. Contact Colleen Potter (colleenpotter@yahoo.com) or call SIPDC at 618-650-2254 with questions.

Walk-Through (must be completed prior to all other sessions)

July 14, 2009

- 11:00 – 11:30 am
- 1:00 – 1:30 pm

PowerPoint in the Classroom

Tuesday, July 28, 2009 11:00 am -12:00 pm

Microsoft PowerPoint is a high-powered software tool used for presenting information in a dynamic slide show format. Text, charts, graphs, and pictures are just some of the elements PowerPoint can incorporate into your presentations with ease. This workshop will show you some imaginative ways to effectively use PowerPoint in your classroom while teaching your students a valuable workplace skill. *(This is not a how-to-use PowerPoint workshop. The workshop assumes the participant has a working knowledge of PowerPoint.)*

Study Skills

Tuesday, Aug. 4, 2009 1:00 – 2:00 pm

Learning study skills is key to successful transitioning to post-secondary. This workshop will show you strategies you can use to assist your students with effective studying, time management and stress management. We will also address strategies for studying college-level reading and vocabulary.

TABE Accommodations—Date and Time to be announced

**Electronic Portfolios: Tools for Learning and Assessment
Tuesday, July 28, 2009 1:00 – 2:00 pm**

Electronic portfolios (aka ePortfolios) have become a popular and powerful way to document, demonstrate, and reflect upon what students know and can do. Still, instructors and administrators face unique challenges using ePortfolios. Instructors must learn new skills and adapt to new technology, and they must also promote and nurture new ways of thinking about what their students are learning. Administrators must learn how to use ePortfolios to document student learning for both NRS reporting and program improvement. This session will review the basic issues and challenges related to using ePortfolios for learning and assessment.

To schedule or register for any of the above professional development opportunities, call (618-650-2254), email (pwellen@siue.edu) or fax (618-650-3455). Flyers will be sent out prior to each workshop.

Institute to Credential Resource Specialists

for

Special Learning Needs

Conducted by Sarah Goldammer, Certified Illinois Trainer

This Institute will train selected adult education staff in regional locations to screen adult education students for the presence of learning difficulties and to provide effective instruction of adults with special learning needs. Successful completion of the Institute will result in a credential of Special Learning Needs Resource Specialist. **Participants must attend all 3 days and 9 online sessions of the series.**

Sponsored by the Southern Illinois Professional Development Center

OVERVIEW

The *Institute to Credential Resource Specialists for Special Learning Needs (SLN)* is an intensive training designed to enhance program capacity to meet the needs of adults with special learning needs through the development of local resource specialists. Participants will be trained to serve as resources for instructional staff in their programs and provide screening for SLN, observe the manifestations of special learning needs, and develop appropriate instructional strategies for use by instructors within their programs.

Participants must be recommended by program administrators. No individual applications will be considered. Note that because of legal limitations, no volunteer tutors can be admitted. Additionally, literacy/ABE/ASE will be the focus of this training. Due to their unique characteristics, ESL and correctional populations will not be addressed in this training.

INSTITUTE CONTENT

The Institute will consist of 3 in-person days and 9 1½ hour online sessions of training over a one-year period as follows:

Session I – (1 in-person & 2 online)

- Definition of LD characteristics of adults with special learning needs
- Screening practices vs. assessment and diagnosis
- Administration and interpretation of the Payne Learning Needs Inventory
- Introduction to instructional practices, methods, and approaches
 - use of informal and explicit instruction
 - use of advanced organizers
- Understanding basic accommodations
- Resources and referrals

Session II (1 in-person & 2 online))

- Diagnostic/prescriptive teaching
- Learning styles and teaching styles
- Task analysis
- Using strategy instruction
- Understanding and using brief interview techniques

Session III (3 online)

Flexible and creative instruction

- Evaluation
 - Student progress
 - Instructional effectiveness

- Cognition/metacognition
- Critical thinking skills
- Effective instruction issues
 - reading
 - writing
 - math

Session IV (2 online & 1 in-person)

- Americans with Disabilities Act (ADA) accommodations/compensations
- Self-advocacy
- Community resources
- Technology
- Understanding self-esteem and social skills issues
- Transition issues
 - workplace
 - daily life/independence

CRITERIA FOR SELECTING INSTITUTE PARTICIPANTS

Participants need to:

- Possess the ability to work collaboratively with colleagues within their programs
- Be able to attend all workshop sessions
- Be willing to administer screening/inventories and to serve as resources for administrators and instructors in their programs
- Have at least two years of experience teaching adults
- Be employed within their adult education programs at least 20 hours a week (*volunteer tutors are not eligible*)
- Anticipate continued employment within their programs

BENEFITS OF PARTICIPANTS IN THIS INSTITUTE

Benefits to participating adult educators and their programs are:

- Improved capacity to meet the needs of adults with special learning needs
- Availability of an on-site Resource Specialist for special learning needs
- Access to the special learning needs screening instruments presented at the Institute and a trained screening specialist
- Availability of duplicable materials for program use
- Ongoing participation as a team member in this statewide initiative to meet the special learning needs of adult education students
- Participation in statewide and regional networking and communication systems with other Special Learning Needs Resource Specialists and with the Service Center System
- Ongoing technical assistance and support from the Service Center System

Special note: This Institute represents basic specialist training and will not prepare participants to be trainers or diagnosticians.

SEE ATTACHED REGISTRATION FORM FOR INSTITUTE DATES, TIME, AND LOCATION.

- **CPDUs will be offered for those interested.**

INSTITUTE TO CREDENTIAL RESOURCE SPECIALISTS
for SPECIAL LEARNING NEEDS

REGISTRATION/RECOMMENDATION FORM

(To be completed by the appropriate program administrator)

Program:_____

Recommended Participant's Name:_____

Current Position of Participant:_____

Program Address:_____

Program Phone number:_____

Participant's Home Address:_____

Participant's Home Phone Number:_____

Participant's e-mail address_____

ADMINISTRATOR RECOMMENDATION:

I understand that this institute is designed to train selected adult education staff as Special Learning Needs Resource Specialists. The participant(s) that I have recommended meet the following criteria:

- Possess the ability to work collaboratively with colleagues
- Is able to attend all in-person and online days of the workshop sessions
- Is willing and able to administer screenings and inventories and serve as a resource for administrator(s) and instructor(s) in this program
- Has two or more years experience teaching adults
- Is employed within this adult education program at least 20 hours a week
- Anticipates continued employment with this program

I further understand that my program may incur some training-related expenses (travel, substitute pay, etc.). In addition, I understand that ESL and correctional populations will not be addressed in this Institute.

Administrator's Signature of Recommendation:_____

Administrator's Title:_____

Address: _____

Phone Number: () _____ Fax: () _____

ALL TRAININGS ARE AS FOLLOWS:

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Mt. Vernon, IL
8:30am- 4:00pm

COST: \$75/PARTICIPANT (MATERIALS)
All meals are on your own.

Return this Registration/Recommendation Form and check for \$75 (payable to SIUE) to:

Southern Illinois Professional Development Center
Southern Illinois University Edwardsville
Campus Box 1128
Edwardsville, IL 62026-1128

Deadline: September 4, 2009

Questions? Call Pat Wellen (618) 650-2254, fax: (618) 650-3455, or e-mail:
pwellen@siue.edu