Dr. Joanna Hwakyoung Lee
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Office Hours:
Monday: 2:00-5:00p.m.
Thursday: 2:00-5:00p.m.
By appointment

Course Description: This course focuses on the development of professional skills in working with young children and families and the exploration of career opportunities within Child and Family Services. Students will participate in two practicum experiences in early childhood programs, social service agencies, and different community settings.

Objectives:
1. Explore career options in Child and Family Services and create Professional Development Plan.
2. Build and increase professionalism through creating a SIUC Child and Family Services Gateway Portfolio.
3. Advocate for Early Childhood profession.
4. Obtain 42 hours of practical experience in Early Childhood professional settings.

Course Materials:
• Livetext account

Structure of CI 395:
CI 395 consists of classroom seminars and field experience. The class meets on scheduled days for 2 hours weekly. Instructional methods include, but are not limited to, readings, lectures, presentations, field trips, and guest speakers.

Students are also required to work in one or two practicum sites within the semester. Students must complete 42 hours in one site or 21 hours in two different sites.

In Class Requirements:

A. Brown Bag of Me (30 points)
Students will prepare a written paper that describes and symbolizes their personal and professional self. Details will be provided.
B. Meet In-Service Early Childhood Professional (40 points)
Students will search and meet an in-service professional in the Early Childhood field and summarize what they've learned from the person. Based on this, the students will design a professional development plan.

C. Career Building (30 points)
Students will create a resume. Then the students are required to get feedback from a counselor at the Career Center and revise the resume.

D. Child and Family Service Gateway Portfolio (50 points)
The Gateway Portfolio is a showcase of how well students demonstrate the 10 core competencies. Students will be asked to obtain artifacts that pertain to a specific competency and provide rationales as well. Once artifacts for all 10 competencies are collected, students will be asked to upload their rationales and artifacts to Livetext. For this project, students are first required to design a competency outline. Artifacts may be collected from students’ current practicum site or from work done in other courses. Finally, students will be presenting the portfolio in front of the class.

E. Core Competency Outline (Pass/fail/late)
Students are required to submit an outline of the 10 core competencies. Templates and examples are provided in class.

F. Livetext competency (Pass/fail/late)
Students must be familiar with Livetext functions as well as solving problems if they occur. Students must follow directions provided for each assignment on Livetext. For the portfolio, students must show competent use of functions such as font, size, space, photos, background, etc.

G. Supervisor’s Practicum Evaluation (50 pointsx2=100points)
The student and the site supervisor will meet to discuss the student’s overall performance at the last week, using the “evaluation form.” Students must be familiar to the evaluation items. This evaluation is worth 50 points.
During the meeting, students are required to share the final reflection with the site supervisor. Once the site supervisor shares the evaluation with the student, it is the student’s responsibility to bring the evaluation to the course instructor to the mid-term and final conferences. This evaluation must include the site supervisor’s signature. Students are responsible to check whether the course instructor receive the evaluation or not.

H. Practicum Reflection (25x2=50 points)
At the 6th week of each practicum, students are to reflect their practicum experiences and write final reflections. Specific questions are provided on Livetext. Students are to share their reflection during the conference which will be held with their site supervisor.

I. Conferences (initial/ mid-term/final conferences)
Students are required to meet the course instructor three times a semester. Initial meeting will be about practicum placement. During the mid-term, the students and the course instructor will have an individual meeting to discuss the student’s progress of the course. The students are expected to fill out and bring the “Know Your Grade” to the meeting. Final conference will be held as soon as the students
bring the site supervisor’s practicum evaluation. Students who fail to meet the course instructor will fail the course.

Course Policies:

Attendance: Class absences will be excused only for very serious reasons and only with a doctor’s excuse or other written documentation of emergency presented. A scheduled appointment is not excused. Final grade will not be affected by two absences. Missing class three times and more will result in lowered by one full letter. Arriving late or leaving early counts as half an absence. Please note that it is the student’s responsibility to check the attendance sheet each day.

Accountability: In each practicum site, it is mandatory to complete at least 21 hours. Students must keep a track of date/hours, and it should be returned to the course instructor at the end of each practicum. If illness or a family emergency prevents students from going to the scheduled practicum, the students must notify the site supervisor before the time of the scheduled arrival and note that situation on the Communication Log.

Participation in discussions/activities: Active participation is crucial for your understanding and developing knowledge and skills in the topics covered in this course. Therefore, attendance in class and active participation in discussions and activities is highly required. Cooperation within peers, working as a group, and respecting others in class is mandatory.

Assignments: All assignments must be typed. Due dates/time are set on Livetext. Communication Logs are due by in next class session. Exceptions apply for some projects and will be announced the due date later. Any late assignment will lose half points. No assignments will be accepted after a week of due date.

Writing: Grammar, punctuation, and spelling must be correct. **Points will be deducted for writing errors.** Consult the writing handbook if students have questions about correct usage. Students are strongly urged to use the services of the Writing Center if more help is needed. In some cases, students may be required to go to the Writing Center or to make other arrangements to improve their writing. Contact the Writing Center for more information on their services (website: www.siu.edu/~write).

Use of Electronic Device: **At the practicum site, you must not use your cell phone at all times.** In class. Students must turn off cell phone and put it inside a backpack or somewhere it cannot be seen during class. Texting during class is not acceptable. If there is an emergent situation that you must send a text message, notify the course instructor before the class begins. Texting can be done outside of the class, but the students should return to classroom shortly. Any instance of using cell phone during class without a prior explanation will lead to a card being submitted for a lack of professionalism and appropriate classroom behavior.

Academic Dishonesty: Academic dishonesty by a student degrades the student’s character and reputation and impedes the teaching-learning process. Any action intended to obtain credit for work that is not one’s own is considered academic dishonesty (also known as cheating or plagiarism). Academic dishonesty may include, but is not limited to the following:
• Copying or having someone other than the student prepare the student’s paper, project, or report.
• Permitting another student to copy or writing another student’s project, report, or paper.
• Plagiarizing (presenting material as one’s own original work when, in fact, the material is copied from a published source without adequate documentation).
• Providing inaccurate/false information regarding field experience.
• Conducting behaviors that are against to professional code of conduct.
• Presenting falsified documents.

Any instance of academic dishonesty on an assignment will result in a zero for that assignment and may result in the failure of the course. Other penalties may include a card recommending that the student not be retained in the early childhood education major and a faculty vote on suspension or expulsion from the major.

Grading Policy:

• The grade will be granted based on the work described below.
• The course grade will be based on the work assigned by the course instructor and the supervisors’ evaluation of the practicum performance.
• The course instructor has the authority to lower the final grade if the unacceptable behaviors are observed which include, but are not limited to:
  1. Failing to complete 42 hours and/or weekly assignment.
  2. Display of unprofessional behaviors in class and in field.
  3. Missing class three times and more.
  4. Providing false information/documents.
  5. Lack of participation and initiative in class activities.
  7. Multiple late and/or failure of submitting assignment on time (i.e., 10 core competency outline, communication logs, conference, etc)
Early Childhood Programs’ Statement of Professional Conduct

Professional behavior of students is expected at all times, in all practicum settings and in lecture sessions. Keep in mind that you represent the University and the Early Childhood programs. Professionalism should be displayed in your attire, attitude, and behavior. Because every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period. Disruptive behaviors, including excessive talking, texting, reading newspapers, and using unauthorized electronic devices during class are not permitted.

Use of Electronic Devices
The use of personal pagers, cell phones, laptops and other electronic communication devices is strictly prohibited during class/lab/field placement time. Cell phones are for emergencies only and should be silenced when entering the classroom, labs, field placements, or any other instructional area. In the case of emergencies, students should indicate this to the instructor and leave the class to address the situation. Laptops are not permitted in class without instructor approval. Students found texting, checking emails, surfing the internet, etc., during class or laboratory times may be asked to leave the classroom. In addition, devices with photographic capabilities may not be used for photographing individuals against their will or knowledge. While Southern Illinois University is a public institution, it is not a public place, and therefore taking photographic images of people, places, etc. requires prior approval.

Academic Integrity
The highest standards of academic integrity are expected from all students. The failure of any student to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. Violations include:
1. Plagiarism, representing the work of another as one’s own work;
2. Preparing work for another that is to be used as that person’s own work;
3. Cheating by any method or means;
4. Knowingly furnishing false information to a university official relative to academic matters;
5. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

The University Student Academic Integrity Policy is available from the office of the Senior Vice President and Provost and from the deans of the individual colleges.

Emergency Procedures
SIU Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIUC Building Emergency Response Team (BERT) program. 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. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu.

Student progress and retention in the program
Admission to the program does not guarantee continued acceptance unless the student maintains satisfactory grades and other requirements. A student must have good character, sound mental and physical health, and must demonstrate the skills, dispositions and behaviors necessary for working with children, and/or adolescents as aligned with licensing regulations. The early childhood faculty work hard to support students in our program. Each semester we meet to discuss concerns that we may have about a student’s progress. Records are kept on the early childhood students so that we can trouble shoot areas of concern with a student early. Below is a sample of the evaluation form used.

I have read the above statement and understand my responsibilities as a student in this course.

Your Name: ___________________________ Sign: ___________________________ Date: ___________
Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:
Literacies:

Reflective educational leaders understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:
The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

References


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

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
Veterans Day Holiday 11/11/2015

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stop-ping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic 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 accounta-bility 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://saluki-cares.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 Build-ing Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring : http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

http://pvcaa.siu.edu/