Course Title: Child, Family, and Community Engagement  CI 419, 900

Credit Hours:  3 hours  Instructor(s):  Susan Foster
Office:  Wham 326B  Email:  suemariefoster@siu.edu
Office Hours: Tuesday 9-11am & 1-3pm
Phone:  217-361-5363  Term:  Fall 2016
Course Meeting Times and Locations(s): Saturdays 11-1:30pm

Catalogue Description:  This course is designed to provide students with the knowledge and skills needed to work successfully with families and parent groups in individual, group, school and community settings. The focus will be on strengthening adult-child relationships and parent-staff relationships in home, school, and community settings. An awareness of strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families will be included. Family involvement in early childhood programs and parent education will be stressed.

Goals: Upon completion of this course, it is expected that the student will:

1. Develop a comprehensive view of the importance of adults in parenting children and the role that they play in the child’s overall development.
2. Develop an understanding about why parents should be involved in their child’s education and what the research says about the significance of parental involvement/family involvement.
3. Develop a historical perspective about family involvement.
4. Become knowledgeable about the role which the school and community play in the lives of children and recognize how successful partnerships can be formed with schools and community agencies.
5. Recognize the benefits of parent-school partnerships and the barriers to successful parent-school partnerships.
6. Develop an understanding of the importance of effective communication with parents and acquire techniques for positive communication with parents and other adults.
7. Formulate strategies for planning and implementing successful parent-teacher conferences and home visits.
8. Provide a rationale for the need for and the importance of home visits to create and maintain successful home-school relationships.
9. Recognize the many and various strategies that can be used to increase parental/family involvement in the schools and other child and family related programs.
10. Provide knowledge about the legal and philosophical basis for effectively working with families with special needs children.
11. Describe family involvement programs that work and demonstrate the ability to plan a comprehensive family involvement program.

12. Become knowledgeable about the varied resources in parent/family involvement, parent education, and parenting.

13. Become knowledgeable about the varied resources in communities that are useful in implementing a collaborative family involvement program.

14. Provide knowledge about ways to effectively work with socially, culturally, and linguistically diverse families.

15. Acknowledge the importance of community agencies and resources in the lives of families and formulate strategies for effective collaboration with community agencies.

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 through 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


Standards

ACEI-2007.1
Development, Learning, and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

ACEI-2007.3.1
Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

ACEI-2007.3.2
Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

ACEI-2007.5.1
Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

ACEI-2007.5.2
Collaboration with families, colleagues, and community agencies: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

IL-PTS-2012.1
STANDARD: Teaching Diverse Students: The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

IL-PTS-2012.3
STANDARD: Planning for Differentiated Instruction: The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

IL-PTS-2012.4
STANDARD: Learning Environment: The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

IL-PTS-2012.5
STANDARD: Instructional Delivery: The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving,
and continuous growth and learning. This teacher understands that the classroom is a
dynamic environment requiring ongoing modification of instruction to enhance learning
for each student.

IL-PTS-2012.8
STANDARD: Collaborative Relationships: The competent teacher builds and maintains
collaborative relationships to foster cognitive, linguistic, physical, and social and
emotional development. This teacher works as a team member with professional
colleagues, students, parents or guardians, and community members.

IL-PTS-2012.9
STANDARD: Professionalism, Leadership, and Advocacy: The competent teacher is an
ethical and reflective practitioner who exhibits professionalism; provides leadership in
the learning community; and advocates for students, parents or guardians, and the
profession.

NAEYC-INI-2010.1
PROMOTING CHILD DEVELOPMENT AND LEARNING - Candidates prepared in
early childhood degree programs are grounded in a child development knowledge base.
They use their understanding of young children’s characteristics and needs, and of
multiple interacting influences on children’s development and learning, to create
environments that are healthy, respectful, supportive, and challenging for each child.

NAEYC-INI-2010.2
BUILDING FAMILY AND COMMUNITY RELATIONSHIPS - Candidates prepared in
early childhood degree programs understand that successful early childhood education
depends upon partnerships with children’s families and communities. They know about,
understand, and value the importance and complex characteristics of children’s families
and communities. They use this understanding to create respectful, reciprocal
relationships that support and empower families, and to involve all families in their
children’s development and learning.

NAEYC-INI-2010.6
BECOMING A PROFESSIONAL - Candidates prepared in early childhood degree
programs identify and conduct themselves as members of the early childhood profession.
They know and use ethical guidelines and other professional standards related to early
childhood practice. They are continuous, collaborative learners who demonstrate
knowledgeable, reflective and critical perspectives on their work, making informed
decisions that integrate knowledge from a variety of sources. They are informed
advocates for sound educational practices and policies.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Introduction to course. Autobiographies and examination of bias. Details will be provided in a D2L announcement.</td>
<td>None</td>
</tr>
<tr>
<td>September 3</td>
<td>Literature Conversations for Inquiring Into the Influence of Family Stories on Teacher Identities (Marsh &amp; Turner-Vorbeck, ch.5)</td>
<td>Autobiography and “Where I am From” poem</td>
</tr>
<tr>
<td>September 10</td>
<td>Child and Youth Development: Getting Started in Life (Wilken, ch. 7)</td>
<td>Wilken Exercises 7A-E</td>
</tr>
<tr>
<td>September 17</td>
<td>Connecting with Families: A Nice or Necessary Practice (Amatea, ch. 1)</td>
<td>Wilken Exercises 3A-G</td>
</tr>
<tr>
<td>September 24</td>
<td>From Separation to Collaboration: The Changing Paradigms of Family-School Relations (Amatea, ch. 2)</td>
<td>Amatea Reflective Exercise 2.2</td>
</tr>
<tr>
<td>October 1</td>
<td>From Family Deficit to Family Strength: Examining How Families Influence Children’s Development and School Success (Amatea, ch. 4)</td>
<td>Wilken Exercises 5A-C</td>
</tr>
<tr>
<td>October 15</td>
<td>Understanding Family Stress and Change (Amatea, ch. 5)</td>
<td>Amatea Reflective Exercise 5.4</td>
</tr>
<tr>
<td>October 22</td>
<td>Equal Access, Unequal Resources: Appreciating Cultural, Social, and Economic Diversity in Families (Amatea, ch. 6)</td>
<td>Amatea Reflective Exercise 6.5</td>
</tr>
<tr>
<td>October 29</td>
<td>Meet at field experience sites; Understanding How Communities Impact Children’s Learning (Amatea, ch. 7)</td>
<td>Wilken Exercise 9A</td>
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<tr>
<td>November 5</td>
<td>Creating a Support Network for Families in Crisis (Amatea, ch. 13)</td>
<td>Resource Directory</td>
</tr>
<tr>
<td>November 12</td>
<td>Getting Acquainted with Student’s Families (Amatea, ch. 8)</td>
<td>Develop a plan for collaborating with families</td>
</tr>
<tr>
<td>November 19</td>
<td>Using Families’ Ways of Knowing to Enhance Teaching and Support Learning (Amatea, ch. 9)</td>
<td>Reflect on the funds of knowledge you have observed at your volunteer site.</td>
</tr>
<tr>
<td>December 3</td>
<td>Engaging in Collaborative Problem Solving with Families (Amatea, ch. 11)</td>
<td>Submit Plans for Final Project at Volunteer Site</td>
</tr>
<tr>
<td>December 10</td>
<td>The Interwoven Stories of Teachers, Families, and Children in Curriculum (Marsh &amp; Turner-Vorbeck, ch.11)</td>
<td>Refer to this reading in your final reflection</td>
</tr>
</tbody>
</table>
Final Project Due - Individual conferences reflecting on volunteer experience and final project at scheduled times between 12/12 and 12/17.

Evaluations

*All students are required to have a LiveText account. - www.livetext.com

*All students must become proficient with “zoom” for the purpose of conferencing about final projects. - https://zoom.us/

Readings and Reflections

Each week you will complete a reading response or a reflective exercise connected to the assigned readings for the week. Your responses/exercises will be submitted to me via email by 5pm each day class is scheduled. I will provide you with feedback within each week.

Attendance/Participation

All course requirements/assignments MUST be submitted on time to receive full credit.

You will be required to participate in 2 online discussions. I will post a discussion topic with guidelines. You will post your individual response, and a response to at least 2 of your classmates’ posts. Your individual responses should be a half page to a page in length. Responses to classmates’ posts should be at least a paragraph in length.

You will also be required to complete 4 volunteer work hours at a community site of your choosing. Possible volunteer locations include community centers, boys and girls clubs, and children’s homes. You will be required to submit an evaluation form to the supervisor/director at your volunteer site. These volunteer hours will serve as the basis for your final project.

Resource Directory

You will gather and organize resources on/for family and community involvement programs in a specific county/region. These resources must be organized in a folder, binder, box, etc. You may choose the system of organization. A brief description of the agency, contact person, and specific resources available to families should be included. The resource directory must have at least 30 resources to obtain full credit. At least 5 of the resources should be reviews of web sites. Use Wilken’s Exercise 2A as a guide for these reviews.

Preparing and Implementing a Final Project for Your Volunteer Site

You will plan, prepare, and implement an interactive event for the children you work with at your community site. You will identify a purpose for the event based on your interactions with the children. You may consider conducting a needs assessment of the children/families at your site to determine what type of event to plan. You are encouraged to seek resources for your event
from the local community. **Students will submit this assignment on Live Text addressing each of the following areas:**

a. An announcement for the event.

b. An outline for the event.

c. An evaluation form for the director to provide feedback.

d. Descriptions of activities, copies of handouts that will be shared, and pictures if applicable.

e. A summary of what you learned about the children, their families, and the community.

f. A rationale for the event based on the needs and interests of the children, their families, and the community.

g. A reflection on your time at the volunteer site and the success of the final project.

Course Evaluations

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade</th>
<th>%</th>
<th>Final Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections</td>
<td></td>
<td>50</td>
<td></td>
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<tr>
<td>Resource Directory</td>
<td></td>
<td>15</td>
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<tr>
<td>Participation</td>
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<td>15</td>
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<tr>
<td>Final Project</td>
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<td>20</td>
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</table>

**FINAL GRADE** ________

**GATEWAY PORTFOLIO**

The Preschool Primary major and the Child and Family Services major at SIUC have a portfolio process where students can document their growth according to the Illinois Professional Teaching Standards or the Competence Statements. The 9 IPTS standards are the final measure by which student teachers in our program must demonstrate their knowledge, performance and competency. During this course, we will discuss how your class assignments align with the standards, and I will assist you in choosing potential artifacts for the Gateway Portfolio. Early Childhood majors will be required to upload your Reading Reflections and the Final Project from this course into the Gateway Portfolio. Failure to complete this task will result in an incomplete for this course.
<table>
<thead>
<tr>
<th>Activity</th>
<th>NAEYC Standards</th>
<th>Illinois Professional Teaching Standard</th>
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</thead>
<tbody>
<tr>
<td>Reading Reflections</td>
<td>2- Building Family &amp; Community Relationships</td>
<td>1- Teaching Diverse Students</td>
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<td></td>
<td></td>
<td>4- Learning Environment</td>
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<td></td>
<td></td>
<td>8- Collaborative Relationships</td>
</tr>
<tr>
<td>Parent Event or Home Visit</td>
<td>2- Building Family &amp; Community Relationships</td>
<td>1- Teaching Diverse Students</td>
</tr>
<tr>
<td>Analysis</td>
<td>6- Becoming Professional</td>
<td>4- Learning Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8- Collaborative Relationships</td>
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<tr>
<td>After-school Tutoring</td>
<td>1-Promoting Child Development &amp; Learning</td>
<td>1- Teaching Diverse Students</td>
</tr>
<tr>
<td></td>
<td>2- Building Family &amp; Community Relationships</td>
<td>8- Collaborative Relationships</td>
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<tr>
<td></td>
<td>6- Becoming Professional</td>
<td>9- Professionalism, Leadership, and Advocacy</td>
</tr>
<tr>
<td>Family Workshop</td>
<td>1-Promoting Child Development &amp; Learning</td>
<td>1- Teaching Diverse Students</td>
</tr>
<tr>
<td></td>
<td>2- Building Family &amp; Community Relationships</td>
<td>3- Planning for Differentiated Instruction</td>
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<tr>
<td></td>
<td>6- Becoming Professional</td>
<td>4- Learning Environment</td>
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<td></td>
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<td>5- Instructional Delivery</td>
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<td></td>
<td>8- Collaborative Relationships</td>
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<td></td>
<td></td>
<td>9- Professionalism, Leadership, and Advocacy</td>
</tr>
<tr>
<td>Resource Directory</td>
<td>2- Building Family &amp; Community Relationships</td>
<td>8- Collaborative Relationships</td>
</tr>
<tr>
<td></td>
<td>6- Becoming Professional</td>
<td>9- Professionalism, Leadership, and Advocacy</td>
</tr>
</tbody>
</table>
**Required Text & Resources**

Amatea, E. S. (2012). *Building culturally responsive family-school relationships.*

Columbus, Ohio: Pearson.


Dubuque, Iowa: Kendall/Hunt Publishing.

**D2L**

- WhitePrivilege.pdf
- BGC_Volunteer_Application_revised_1_31_13_1_.pdf
- The_personal_and_collective_transformation_of_teachers.pdf
- Oral_History.pdf
- Masonic_Children_s_Home.pdf
- SIU_Field_Trip_Form.pdf
- Marsh_ch_.5.pdf

**Other Course Policies**

**An emphasis on spelling and grammar will be placed on each assignment.** Assignments containing five or more grammatical errors will be returned to the student to correct and re-do the assignment. Students will be given an opportunity to correct an assignment only once. To receive full credit the corrected assignment must be turned in by the end of the week. If a student consistently demonstrates poor spelling and grammar skills, the instructor will request the student schedule a time to meet with the instructor. The student will be provided with resources to assist the student in improving these skills. Cards will be written for students exhibiting poor writing skills that do not seek assistance and demonstrate improvement in their skills.

**Student Accommodations:** Every effort will be made to accommodate students with special learning needs. It is the student’s responsibility to schedule a time to meet with the instructor and discuss his/her needs.

**Academic Integrity:** Students are expected to do their own work. Plagiarism will result in no credit being received on the assignment/project.

**Card System:** A card system is in place to document student’s punctuality, attendance, attitude, writing skills, etc. A card will be submitted each semester in each early childhood course on each student who is consistently late for class, fails to attend class, has a negative/disrespectful attitude, etc. (See the dispositions below).
Dispositions:

Professional Dispositions
- Exhibits a professional work ethic
- Exhibits a love of learning
- Demonstrates professional ethics, including honesty and trustworthiness
- Demonstrates dependability
- Demonstrates a cooperative attitude
- Exhibits reliability
- Exhibits enthusiasm for discipline he/she teaches
- Demonstrates a commitment to the profession

Diversity Dispositions
- Respects all students
- Exhibits belief that all students can learn
- Exhibits sensitivity to individual diversity
- Exhibits sensitivity to cultural diversity
- Willing to collaborate with diverse colleagues, parents and guardians
- Actively pursues variations and differences I approaches to learning including learning styles and performance modes and how they affect learning

Reflections Dispositions
- Demonstrate sustained intellectual curiosity and a commitment to life-long learning
- Is willing to assess own practices and behaviors
- Is concerned with effective application of pedagogical knowledge and strategies
- Assesses adequacy of educational goals, including moral and ethical, towards achieving learning outcomes
- Considers own dispositions and biases as he/she thinks creatively and critically

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 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 Guideline 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.
**Disabled Students:** Instructors and students in the class will work together as a team to assist disabled students out of the building safely. Disabled students will stay with the instructor and communicate with the instructor what is the safest way to assist them.

**Tornado:** During the spring semester we may have a **Storm Drill.**

Pick up your belongings and your instructor will lead you to:

- For severe weather, everyone goes to the basement and waits quietly for further destruction.
- Person(s) in CDL uses the Social Work lounge at the bottom of the stairs.
- In Davies, the Woemen's Locker Room 143.
- In Rehn Hall, the basement inside hallway.
- In WHAM, Basement (west stairs).
- In Pulliam, go to basement.

No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll calls. Students need to be **quiet in the basement** as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

**Fire:** When we have a **Fire Drill.**

Pick up your belongings and your instructor will lead you to:

- In Davies, go to the Fountain in the Quad.
- In Rehn Hall, students and staff are encouraged to exit the building at either the west (gather in parking lot) or east (gather at WHAM breezeway) entrances via the stairs depending on which side is closest to their room.
- In Quigley, person(s) in CDL exit the playground gate (provided it's not blocked) and we meet at the pine tree on the northwest end of the playground. Others in Quigley exit the closest exit and gather across Normal Avenue, near Woody Hall.
- In WHAM, exit via south side (doors) of building.

You must stay with your instructor so he/she can take roll calls. As soon as the building is all clear, you will be allowed to return to class. These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

**Bomb Threat:** If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.

**Shooter in the Building:** When it is safe to leave, move to a safe area far from the building where the shooter is located. If you have any information about the shooter, please contact the
police after you return home. If you cannot leave, go into a room, lock the door, turn out the lights, and if possible, cover the glass on the door. Silence all cell phones after one person in the room calls the police and informs them of the location and how many are in the room. Be quiet and wait for the police to arrive. The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room with you. For that reason, when the police enter the room, no one should have anything in his/her hands and each person MUST raise his/her hands above his/her head.

**Earthquake:** In the event of an earthquake you are advised to take cover quickly under heavy furniture or near an interior wall, a corner, to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Academic Dishonesty: The Student Conduct Code of SIU clearly spells out the University policy on Academic Dishonesty. Courses involving the use of the computer require extra consideration, because computer work is easily copied. This departmental policy is intended to provide additional guidelines for such cases. A copy of this policy will be included in the departmental student handbook and will also be available on the IMS website. Each faculty member will have a copy for his or her own use and for distribution to students.

Definition of Academic Dishonesty: We define academic dishonesty to mean turning in material created by someone else and representing it as your own work or permitting others to represent your work as their own.

The following guidelines may be used to help in determining whether or not academic dishonesty has occurred:

1. The student turns in work (i.e., computer work) that is identical to or extremely similar to work turned in by another student or students, unless identical work is the expected norm.
2. When confronted, the student cannot explain the details of his or her work and the methods used to arrive at the solution.

**Some Examples:**

Academic Dishonesty has occurred:
- When a student turns in work created by someone else and represents it as his or her own work.
- When a student permits someone else to turn in his or her work and represent it as his or her own work.
- When a student copies work from another student.
- When a student copies answers from another student on a quiz, exam, or test.
- When a student uses notes or materials of any kind during a quiz, exam, or test (unless it is announced by the instructor as “open notes” or “open book”).
• When a student deliberately changes parts of computer work in an attempt to disguise the origin.
• When two or more students collaborate on a project that is supposed to be completed individually.

Academic Dishonesty has not occurred:
• When students have the instructor’s permission to collaborate on a project.
• When students receive appropriate help from instructors, graduate assistants, or other staff members involved with the course.
• When students help each other with syntax errors or other application-specific information that makes computer work easier.
• When students participate in a general discussion about the assignment, such as discussing the requirements for the assignment or general strategies for completion of the assignment.

Penalty for Academic Dishonesty
  o **First offense:** from a zero on the specific lab/assignment/project/exam to course grade of F.
  o **Second offense:** from course grade of F to suspension from the department.
  o **Third offense:** permanent suspension from the department.

Records of academic dishonesty will be maintained in the student’s file in the departmental advisor’s office, as well as in a master academic dishonesty file in the department chair’s office. When an incidence of academic dishonesty occurs, the faculty member will meet with the department chair to discuss the situation and determine the appropriate penalty.

**Syllabus Attachment**

**Fall 2016**

**Office of the Provost:** [http://pycaa.siu.edu](http://pycaa.siu.edu)

**IMPORTANT DATES**

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

*Note: For more detailed information on the above deadlines, please visit [http://registrar.siu.edu/calendars](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](http://registrar.siu.edu/schedclass/index.php)*

**FALL SEMESTER HOLIDAYS**

- Labor Day Holiday 09/05/2016
- Fall Break 10/08—10/11/2016
- Veterans Day Holiday 11/11/2016

**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 with-drawing from SIU visit: [http://registrar.siu.edu/students/withdrawal.php](http://registrar.siu.edu/students/withdrawal.php)

**INCOMPLETE POLICY – Undergraduate only**

An INC grade may be assigned when, for reasons beyond their control, stu-dents 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](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
Guidelines for Faculty http://srr.siu.edu/student-conduct-code/
Guidelines for Students http://write.siu.edu/

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 siukares@siu.edu, or http://salukicares.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 cam-pus, on the Emergency Preparedness @ SIU website, and though text and email alerts. To register for alerts visit:
http://emergency.siu.edu/

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

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on cam-pus 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:
ADVICEMENT: 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

Office of the Provost: http://pvcaa.siu.edu/