Department of Curriculum and Instruction  
*C&I 325: Young Children and the Arts*  
Fall 2015  
3 credit Hours

**CLASS:** Wham, Room 205  
**Lecture/Discussion:** Tuesdays 1-3:30pm

**INSTRUCTOR:** Megan Hallissey

**Office:** Wham, Room 323A  
**Office Hours:** Thursdays 12:30pm-2:30pm (If possible, please set-up an appointment beforehand)  
**Phone:** (618) 536-2441  
**Email:** meganhallissey@siu.edu

**REQUIRED:** There is no required textbook. However, I STRONGLY suggest purchasing the recommended book listed below as it is a very practical and hands-on resource every teacher and parent should have in their repertoire. Additionally, there will be required readings posted on D2L.

There is a required art supply list.

**RECOMMENDED TEXT:**


**COURSE DESCRIPTION:** This course focuses on the developing creativity and imagination in young children, specifically ages 3 through 8 years (preschool and primary aged children), through the arts. This course also focuses on a critical need area of arts education, exposing pre-service educators to methods and curriculum in music, art, movement, and theater.

**COURSE OBJECTIVES:**

1) Students will explain the value of art, creativity, and imagination in their own lives, and understand the value of art and creativity in young children's learning and development.

2) Students will observe a young child at play in a preschool setting, record their observations using data-collection techniques, and assess that child's development in terms of play, creative development, imagination, and art understanding.

3) Students will develop an understanding to show how culture, diversity, and family values influence art education.

4) Students will understand and experience the difference between art integration, and art for art's sake.

5) Students will practice appropriate techniques for guiding young children's behavior in groups and school settings.

6) Students will familiarize themselves with developmentally appropriate art materials through exploration and experimentation.
7) Students will explore different art mediums, and reflect on these personal hands-on experiences.
8) Students will practice learned techniques by working directly with children of various age groups.
9) Students will design and deliver an interactive and integrated arts/academic lesson for children ages 3 through age 8.

EXPECTATIONS: One of the most effective teaching tools involves one's ability to self-reflect and allow for self-discovery. This class will be a journey that requires students to share their emotions, feelings, and thoughts about particular topics of discussion. As a result, it is imperative that we establish a safe space so people are willing to take risks, be honest, and share. A difference in opinion is different than disrespect. Students need to articulate their ideas in a respectful manner to ensure feelings are not hurt. **DISRESEPCT for either the instructor, or fellow peers will NOT be tolerated.** Blatant disrespect for anyone will constitute immediate removal from class, and a lowering of student’s grade.

INSTRUCTONAL METHODS: A variety of instructional methods will be used to assist students in the achievement of the above goals. Formats will include, but are not limited to small group activities, partner activities, active discussions, lecture, performances, and individual assignments.

ATTENDANCE: This course helps prepare students to be professional educators, and it requires a professional commitment from you. Students must be dependable and responsible, and must show a genuine desire to learn and to work with children in an educational setting. Success in this course is dependent upon your participation in individual and small group experiences that are hands-on, and collaborative. Attendance is necessary for the benefit of all students. A student simply cannot "make-up" the classroom experiences. Therefore, **attendance at all class sessions is required.** Student is expected to take full responsibility for making up all missed work (copying notes, securing handouts, etc.). **This policy includes the first week of class.**

There are no “excused absences.” Attendance points will not be awarded for absent students, regardless of the reason. Those students arriving late, or leaving early will not be awarded full points. Poor attendance (more than two absences) will result in a lowering of the grade earned, and a potential failure for the class.

PARTICIPATION: Full participation in class activities is required. Students are required to actively participate in discussions by sharing their opinions of assigned readings, and students should be ready to participate in class activities. Please be sure to complete the readings to create a lively class discussion and earn points. Poor participation, failure to participate positively in class activities and/or lack of preparation for class will result in a lowering of a student’s grade. **If you are not present, participation points cannot be made up.**

IN-CLASS ASSIGNMENTS: Each week students will be required to complete an in-class assignment. These will count as part of your participation points. Assignments will be based off of weekly topics and supplemental readings, and are designed to enhance students’ understanding about course ideas. These assignments will vary in nature, and students will work individually, in pairs and small
groups, to complete these assignments. If a student will be absent from class, please email or call BEFORE the beginning of class. As a one-time courtesy, a student will be allowed to make up partial participation points if instructor is notified ahead of time, and the assignment is turned in on the designated date set by instructor. Those students who do not miss any class will be awarded those points as extra credit.

**FORMAL ASSIGNMENTS (out of class):** All formal assignments are to be typed, double-spaced, with Times New Roman, 12 point font. Title page is not necessary. Grammar and spelling must be correct. Students are expected to prepare written assignments that look professional and indicate attention to detail that is expected in professional settings. Points will be deducted from the overall assignment grade if the above criteria are not met. Heading should be at the top right hand corner, single spaced, and include the following:

Samantha Jones (Student name)  
C&I 325, Hallissey (Name of course, Instructor)  
CDL Observation #1 (Name of assignment)  
October 1, 2014 (Date)

Assignments are to be turned in by the due date given. **No assignments will be accepted after the due date without PRIOR consent of the instructor.** Extraordinary circumstances must exist in order for a late pass to be given.

**MISSED ASSIGNMENTS:** If a student misses two assignments, it will result in an automatic lowering of the current grade by one full letter grade. Three absences or (6 tardies) will also result in a full letter grade penalty.

**SPECIAL NEEDS:** If any member of this class feels that he/she has a qualified disability and needs special accommodations, he/she should notify the instructor and request verification of eligibility for accommodations from the Office of Student Disabilities. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

**ADDITIONAL NOTES:**

1) **No Cell Phones or Electronic Devices!** If using a cell phone, you will be asked to leave class. No exceptions.

2) The instructor reserves the right to revise the Course Calendar as necessary. This is a working syllabus and therefore, subject to change. Discussion of a particular topic may extend beyond a scheduled class meeting and/or scheduled topics may not require the entire class period. Students will be informed of changes to the Course Calendar in a timely manner. Additional readings and/or in-class activities and assignments may need to be occur, depending on the progress of the class.
3) Collaboration with other classmates is an absolute necessity. No preferential treatment of group assignments will occur.

4) Students are expected to do their own work on assignments and exams unless otherwise instructed. Cheating, plagiarizing, and other forms of improperly sharing work will be dealt with at the discretion of the instructor. Academic dishonesty will not be tolerated and will be handled per the SIU Student Conduct Code (www.siu.edu/~docedit/policies/conduct.html).

**Curriculum and Instruction 325**

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic/ Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>Welcome/Introductions/Syllabus</td>
<td></td>
</tr>
<tr>
<td>1/26</td>
<td>Defining Art</td>
<td>Meet at Child Development Lab (Quigley)</td>
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<tr>
<td></td>
<td></td>
<td>Magazine Mural</td>
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<tr>
<td>2/2</td>
<td>How Children Learn and Current School Systems</td>
<td>Magazine Mural Continued</td>
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<tr>
<td></td>
<td></td>
<td>Memory Paper</td>
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<td></td>
<td></td>
<td>Supplies Due</td>
</tr>
<tr>
<td>2/9</td>
<td>Developing Creativity and Imagination Reading: *Releasing the Imagination: Essays on Education, the Arts, and Social Change by Maxine Greene</td>
<td>Reading Reaction #1 Due</td>
</tr>
<tr>
<td>2/16</td>
<td>Education, Play, and Art – The Great Divide</td>
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<tr>
<td></td>
<td>What is developmentally appropriate?</td>
<td></td>
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<tr>
<td></td>
<td>Readings posted about Waldorf, Montessori, and Reggio Emilia</td>
<td></td>
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<tr>
<td>2/23</td>
<td>Art (2 and 3 Dimensional Art)</td>
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<td></td>
<td>Storytelling</td>
<td></td>
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<tr>
<td>3/1</td>
<td>Integrated Art Lesson and Creative Movement/Dance Reading: *Preparing Pre-Service Generalist Teachers to Use Creative Movement in K-6 by Karen Kaufmann and Becky Ellis</td>
<td><em>Bring Children’s Book</em></td>
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<td><em>Bring Paper Towel Tube</em></td>
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<tr>
<td></td>
<td></td>
<td>Reading Reaction #2 Due</td>
</tr>
<tr>
<td>Date</td>
<td>Session</td>
<td>Event Details</td>
</tr>
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</tbody>
</table>
| 3/8  | Theater - Performing Arts | Reading: *Children as Drama-Makers* by David Booth  
Reading Reaction #3 Due |
| 3/15 | Spring Break  | No Class |
| 3/22 | Music with Video Technology | *CDL/Giant City observations begin* |
| 3/22 | Readings: *Dancing the Curriculum* by Stacey Skoning  
Readings: *Keeping Music Alive* by Bonnie Baer-Simahk  
Review for Test | |
| 3/29 | Puppetry and “Catch-Up Day” | Arts Test |
| 3/29 | Readings: *Understanding Young Children’s Three-Dimensional Creative Potential in Art Making* by Victoria Pavlou | |
| 4/5  | Celebration of Learning | Creative Art Presentations Due  
*Potential field work* |
| 4/12 | Celebration of Learning | Creative Art Presentations Due  
*Potential field work*  
Observation Paper Due |
| 4/19 | Celebration of Learning | Aesthetic Experience Paper Due  
*Potential field work*  
Creative Art Presentations Due |
| 4/26 | Celebration of Learning | Creative Art Presentations Due  
*Potential field work*  
Creative Art Presentations Due (if needed) |
| 5/12 | Performance with/for Children | Creative Art Presentations Due |
| 5/12 | ***NOTICE OF DAY/TIME CHANGE!!!*** | Final Presentation Due  
Final Exam/Presentation: THURSDAY - 12:30pm-2:30pm  
Final Reflection Paper Due |
**Grading Policy and Assignments:** Assignments are meant to stimulate thinking and application of course content. Final course grade will be evaluated based off of the following assignments and point values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>5 points</td>
</tr>
<tr>
<td>Magazine Mural</td>
<td>15 points</td>
</tr>
<tr>
<td>Memory Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Teachable Song with Prop</td>
<td>15 points</td>
</tr>
<tr>
<td>Reading Reactions (3 @ 5 points each)</td>
<td>15 points</td>
</tr>
<tr>
<td>Two Journal Entries - Student Interaction</td>
<td>10 points</td>
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<tr>
<td>Example of Art</td>
<td>10 points</td>
</tr>
<tr>
<td>Dance</td>
<td>10 points</td>
</tr>
<tr>
<td>Aesthetic Experience Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>CDL Observation Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Arts Test</td>
<td>70 points</td>
</tr>
<tr>
<td>Creative Arts Presentation Part I and II</td>
<td>60 points</td>
</tr>
<tr>
<td>Children's Performance</td>
<td>40 points</td>
</tr>
<tr>
<td>Final Performance</td>
<td>40 points</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Attendance (3 points per week)</td>
<td>45 points</td>
</tr>
<tr>
<td>Participation/In-class Activities (3 points per week)</td>
<td>45 points</td>
</tr>
</tbody>
</table>

**Total Points Possible:** 465

*Please consult individual rubrics for each assignment (posted on D2L) before completing them. Rubrics define specific point allocation for each assignment.*

Grades will be computed based on the following:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Average/Percentage</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>426 - 465</td>
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<tr>
<td></td>
<td>92- 100%</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>385 - 425</td>
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<tr>
<td></td>
<td>83 - 91%</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>347 - 384</td>
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<tr>
<td></td>
<td>75 - 82%</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>300 - 346</td>
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<tr>
<td></td>
<td>65 - 74%</td>
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<tr>
<td><strong>F</strong></td>
<td>299 and below</td>
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<td></td>
<td>64% and below</td>
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</tbody>
</table>
Assignment Overview
(More details will be forthcoming)

Supplies - You will be responsible to bring supplies (enough for the entire class) on the due date. Additionally, each student is responsible for bringing one piece of fabric (scarf size), crayons or markers, colored tissue paper, glue, and scissors.

Magazine Mural - Cut and paste various magazine or newspaper pictures showing who you are, what you like and your personality. No computer generated images. Fill an entire 8x11 sheet of paper (larger if you want).

Memory Paper - Think about your schooling. Select one memory that impacted your life regarding the arts or when you were allowed to truly be creative and use your imagination. What was the assignment? What were the circumstances? How did it make you appreciate art more? Did you learn how important your imagination was? How did it make you feel? Why is it so memorable? Did culture, or family values play a role in this? Paper must be a minimum of 2 pages in length. Meaning, plan for 3 pages! Be sure to adhere to guidelines listed above for ‘out of class assignments.’

Teachable Song - Using the CDL list of songs, select one song to memorize and teach the class. You will need to include at least one prop.

Reading Reactions - These are one or two paragraphs (at least six sentences per paragraph) about your reaction from the readings. What did you learn? Do you agree/disagree - why? Share your personal thoughts. This should NOT be a synopsis or summary of the readings.

Two Journal Entries: Student Interaction - Submitted to D2L, student will create two short journal entries about experiences with children - his/her thoughts, feelings about the interaction and experience, feelings about becoming a future teacher, etc.

Art Example - Find an example of "What Does Art Mean to You?" and bring it class. If your picture is in color, it needs to be printed in color, not black and white. I prefer you to actually take a picture, but searching on the internet to find a picture is okay as well.

Dance - Collectively together students will create a dance to a music selection of their choice to perform for the class.

Aesthetic Experience Paper - Select a professional children's event to attend - spring sings, holiday concerts, etc., will not work. I will set-up a list announcing different events on D2L, but libraries frequently offer storytellers, and children's music groups. Using the discussions and readings from class, critique the effectiveness of the experience. Describe the event and be sure to pay close attention to the children in the audience. Is the performance developmentally appropriate for the audience? Did it capture the children's attention? Were the performers effective? How was the environment set-up? Was there an extension of learning occurring? If you were the performer, what would you do differently? *This can be turned in anytime - but MUST be turned in by 4/19.
During your observation, you will be specifically focusing on the use of art and music in a classroom. How are children learning using art and music or in the dramatic play area? How are the teachers using it to teach? Are guidance techniques being used and/or are teachers using skills to extend learning? How would YOU do it differently??? As CDL’s schedule solidifies, I will let you know the best times to observe art and music, though these will be on-going throughout the day. A minimum of 2 references to either class readings or discussions should be made. Minimum of 2 pages in length.

**Creative Arts Presentation Part 1** - There is a great division between researchers and practitioners (e.g., those working in the field). This assignment is designed to help bridge that gap. Select a topic to research (performing arts, 2-3 dimensional art, music, creative movement/dance). Conduct research regarding your topic. What are the latest strategies/research about your topic? How does one teach your topic to children? What are the important aspects about your topic? Copy the article and bring to class with at least a two paragraph write-up – one paragraph summarizing main points; second paragraph explaining your thoughts about the article. Create a short presentation to share with the class about what you learned and the importance of the topic. This must be interactive! Include at least one visual aid – NOT a power point! Then, launch into the creative arts presentation (see below).

**Creative Arts Presentation Part 2** - Working in a small group, you will design a creative arts lesson including elements learned from our class and present/teach it to the class. You will need to make copies of the modified lesson for each member of the class.

**Children’s Performance** - Students will work collaboratively to produce a short children’s performance with children of various ages from surrounding communities.

**Final** - The final performance is an opportunity to demonstrate several art forms and show student growth regarding arts education and exploration. For example, a student might decide to write a poem to perform class, or create a 3-dimensional artwork piece to present to the class. Specific, detailed instructions will be forthcoming as this assignment gets closer.

**Final Reflection Paper** - Students will assess their learning throughout the semester. A minimum of 3 pages is required. The first and second pages are dedicated to what you have learned in the class about yourself/teaching and the arts. Please feel free to make suggestions about what you liked or found useful in class, as well as those things you didn’t. Be as honest and as reflective as you can. The third page is a critique of your creative arts presentation - what you would do differently with how you taught it in class? Included in the third page, please share your thoughts, feelings, and impressions, and experiences about the children’s performance (at least a paragraph but it can be longer).
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


Syllabus Attachment Spring 2016

Semester Class Begins……………………………………………...01/19/2016
Last day to add a class (without instructor permission):…………...01/24/2016
Last day to withdraw completely and receive a 100% refund: …....01/31/2016
Last day to drop a course using SalukiNet:………………………. 04/03/2016
Last day to file diploma application (for name to appear in Commencement program):……………………………………02/12/2016
Final examinations: ………………………………………..05/09–05/13/2016
Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

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 accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and 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
ADVICEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

http://pvcaasiu.edu/
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 program. 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. 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. 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.

Student Progress

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.
### Evaluation of Student Proficiency and Dispositions

Student: __________________________________________ Course: _______ Semester: ___________ Instructor: ____________________________

Student’s email: __________________________________ Mastery of Course Content: ( ) Competent ( ) Adequate ( ) Weak

Basis for Judgment of Student: ( ) University Coursework ( ) Working with Children or Families

Retention in Program: ( ) Recommended with Reservation ( ) Not Recommended

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Potential Areas of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate does not demonstrate professionalism:</td>
<td>Attendance/punctuality</td>
</tr>
<tr>
<td>· dependability and reliability</td>
<td>Turn in assignments on time</td>
</tr>
<tr>
<td>· honesty, trustworthiness, ethics</td>
<td>Participation in class/field</td>
</tr>
<tr>
<td>· enthusiasm, love of learning, and commitment to the profession</td>
<td>Attitude</td>
</tr>
<tr>
<td>·</td>
<td>Plagiarism</td>
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<tr>
<td></td>
<td>Commitment to teaching or working with families &amp; children</td>
</tr>
<tr>
<td></td>
<td>Honesty</td>
</tr>
<tr>
<td></td>
<td>Ethics</td>
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<td></td>
<td>Other:</td>
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<tr>
<td>2. The candidate does not value human diversity:</td>
<td>Rapport with students</td>
</tr>
<tr>
<td>· shows respect and sensitivity to the learning needs and abilities of all individuals</td>
<td>Attitude</td>
</tr>
<tr>
<td>· shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Appropriate classroom behavior</td>
</tr>
<tr>
<td>· strives for best practices to address diverse learning needs and abilities of all individuals</td>
<td>Rapport with peers</td>
</tr>
<tr>
<td>· strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Respect for others</td>
</tr>
<tr>
<td>· collaborates with diverse peers, professional colleagues, staff, and families</td>
<td>Collaborates with others</td>
</tr>
<tr>
<td>·</td>
<td>Sensitive to others’ needs &amp; differences</td>
</tr>
<tr>
<td></td>
<td>Commitment to best practices for diverse cultures, languages, races, and families</td>
</tr>
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<td></td>
<td>Other:</td>
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</tbody>
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<tr>
<td>3. The candidate does not develop professionally:</td>
<td>Verbal skills</td>
</tr>
<tr>
<td>· engages in ongoing acquisition of knowledge</td>
<td>Written skills</td>
</tr>
<tr>
<td>· engages in development of research-based practices</td>
<td>Attitude</td>
</tr>
<tr>
<td>· assesses own performance and reflects on needed improvements</td>
<td>Overall academic performance</td>
</tr>
<tr>
<td>·</td>
<td>Performance in field experience</td>
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<tr>
<td>·</td>
<td>Other:</td>
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</table>

If applicable, the student does not meet the following Illinois Professional Teaching Standard(s) # ________________

Final (or projected) grade for course: __________ I have read the above statement and understand my responsibilities as a student in this course.

Signed by ____________________________ Date ____________________