Course Title: Child, Family, and Community Engagement

Credit Hours: 3 hours  
Instructor(s): Dr. Francie Shafer

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Email: fshafer@siu.edu

Office Hours: M: 5:30-7:00 pm, T: 1:00-3:00 pm, W: 1:00-3:30 pm

Phone: 453-4237  
Term: Spring 2016

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.
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 educators at both the undergraduate and graduate levels. This section of the report describes the conceptual framework, its relationship to the university’s mission, its development, and its relationship to professional education standards.

Relationship to SIUC Mission

The mission statements of Southern Illinois University Carbondale and of SIUC’s College of Education and Human Services reflect a strong commitment to effective instruction, quality research and service to the region. One of SIUC’s means for addressing this mission is to prepare quality teachers for southern Illinois and for the state and nation. By preparing quality teachers, SIUC will enable all communities to employ teachers possessing knowledge and skills necessary to ensure that all children learn as well as to enrich their lives and the life of their community. As Linda Darling-Hammond (1996) states: “What teachers know and can do is the most important influence on what students learn.”

Development of Conceptual Framework

The unit’s conceptual framework was originally developed in the mid-1980s to reflect SIUC’s commitment to prepare effective educational professionals who are reflective in their approach to teaching. The proposed conceptual framework was discussed and debated by panels of faculty and administrators from the university and public schools. Over the past twenty years, the framework has been utilized to guide the development of the Teacher Education Program. During that period, it has been refined to be in alignment with NCATE and Illinois standards at the initial and advanced levels as they have emerged and changed. Various committees and task forces have examined the conceptual framework as they have considered modifications to the program. All revisions of the conceptual framework must first be discussed and approved by the Teacher
Education Advisory Committee. Currently, SIUC’s conceptual framework addresses the five elements of mission, philosophy, knowledge base, performance expectations and unit assessment.

Introduction to the Conceptual Framework

Southern Illinois University Carbondale’s Teacher Education Program considers teaching to be a reflective practice. Mary Kennedy (1989) states that reflective practitioners have a thoughtful, contextualized sense of teaching and must ultimately make their own choices about preferred goals and practices. They construct working knowledge out of various frames of reference and alternative viewpoints. This working knowledge, which includes theory, experience, research, values and beliefs, is utilized to critically analyze and continually improve teaching. Osterman and Kottkamp (1992) consider reflective practice to be an integrated approach to thinking and acting focused on learning and behavioral change; it is individuals working to improve organizations through improving themselves.

Building upon the work of such scholars as Berliner (1988), Cruickshank (1981), Dewey (1933), Schon (1983, 1987), Tom (1985), Valli (1992), Van Manen (1977), and Zeichner (1981-82, 1996), SIUC’s conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. The goal of the SIUC Teacher Education Program is to prepare a competent, dedicated and caring beginning teacher. A competent beginning teacher is 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 their professional career.

The College of Education and Human Services considers the process for becoming a reflective educator as beginning during a teacher’s undergraduate preparation for initial teacher certification and continuing throughout his or her professional career. 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.

The first component of the Teacher Education Program, which begins during candidate’s initial certification program, focuses on the basic skills and knowledge required to perform the act of teaching. The knowledge base provides prospective teachers with an intellectual anchor from which to become more reflective in their thinking and teaching. It includes the university’s core curriculum with courses in humanities, arts, social sciences and science. Further, it includes content and methods courses within a student’s major. Prospective teachers gain knowledge and skills within the areas of instruction, planning, classroom management, technology, educational psychology and foundations of education.

The knowledge, skills and dispositions expected of beginning teachers are aligned with the Illinois Professional Teaching Standards (INTASC) and with the content standards adopted by various professional organizations (e.g., NCATE, NCTE, ACEI, NCTM, etc.). These standards are evident in both curriculum and assessment processes. Diversity and technology also are consistent strands interwoven throughout the Teacher Education Program. Program faculty is expected to
integrate content related to culturally diverse student populations into their coursework. All students enroll in a course that focuses on planning and delivering instruction and training for exceptional children. In addition, students are placed in culturally diverse and inclusive school settings throughout the teacher education program. Technology, including the use of computers, video, audio, and multimedia technology, is modeled in coursework as well as in field experiences. All students have access to several computer and video laboratories. Both diversity and technology are assessed through the application of the Illinois Professional Teaching Standards.

Candidate achievement of the goals of the conceptual framework’s first component are measured through a variety of means including exams, class projects, papers, classroom observations and evaluation as well passing scores on the Illinois Test of Basic Skills and Illinois Content Tests.

The second component of the SIUC TEP conceptual framework encourages students to critically analyze and reflect upon a basic rationale for specific educational practices being utilized in the classroom. This reflection occurs throughout courses in methodology and theory, but also through various microteaching experiences and all levels of field experiences, including practicum and internships at the advanced level. At the initial level, a candidate’s ability to be reflective is measured through reflective logs, portfolio rationales, papers, classroom observations and post-conferences, etc. At the advanced level, one’s ability to analyze and reflect is not only addressed throughout coursework but also is assessed through action research projects, preliminary exams, theses, and dissertations. Such experiences are designed to encourage students to critically examine and reflect upon their own attitudes, behavior and performance, and to be active decision-makers in their classrooms and schools.

The final component finds teachers making connections between what happens in the classroom and their impact on broader social structures, such as work, a community’s moral, ethical and political principles, and the cultural experiences that impinge on a classroom. Typically, the ability to view teaching and learning through a wider economic and social lens begins to occur during student teaching and culminating coursework and continues throughout a professional career in teaching, including advanced coursework. Furthermore, it is recognized that prospective teachers mature and develop at varying rates. Thus, the relationship between education, teaching, community and society is continually emphasized throughout both initial and advanced programs at Southern Illinois University Carbondale. In several cases, this critical analysis and reflection on the teaching/training, learning and application processes encourages teachers to pursue National Board Certification. It is also built into SIUC’s plan to assist teachers to move from initial to advanced certification.

The candidates’ knowledge, performance and dispositions are routinely assessed throughout their programs by applying state and national standards. Performance is typically assessed in campus courses – through videotaped demonstration and microteaching lessons and portfolios - and also throughout the candidates’ field experiences component, including student teaching, practicum and internships. All field experience assessments are aligned to the Illinois Professional Teaching Standards.

Professional Commitments and Dispositions
The National Council for the Accreditation of Teacher Education (2002) defines dispositions as:

The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

The dispositions espoused by Southern Illinois University Carbondale’s Teacher Education Program reflect the values, attitudes and beliefs we believe should be demonstrated by our candidates whether they be teachers, administrators or school counselors. These dispositions were determined through discussions and conversations within our professional community including university and P-12 faculty and administrators and approved by the Teacher Education Advisory Council in fall 2003. Ultimately it was decided that the dispositions expected of our candidates would be viewed through three lenses: professional, diversity and reflection. These dispositions are:

**Professional Dispositions**
- Exhibits a professional work ethic
- Exhibits a love of learning
- Demonstrates professional ethics, including honesty & trustworthiness
- Demonstrates dependability
- Demonstrates a cooperative attitude
- Exhibits reliability
- Exhibits enthusiasm for the 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 in approaches to learning including learning styles and performance modes and how they affect learning

**Reflection Dispositions**
- Demonstrates 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

Whereas educators have much experience in assessing knowledge and skills, dispositions, on the other hand, are more difficult to measure. Numerous educators have grappled not only with the definition of dispositions and but also have searched for a venue(s) to effectively assess a
candidate’s dispositions. SIUC’s Teacher Education Dispositions are assessed through a variety of venues including portfolios, observation, interviews, teacher assessment, letters of recommendation, etc. These processes will be more fully explicited within the discussion of the TEP’s assessment system.

Diversity

Southern Illinois University Carbondale is committed to preparing educators who possess the dispositions, skills and knowledge that enable them to work effectively with diverse student populations. Sonia Nieto (1992) has argued that preparing educators to work with diverse children, youth, and families is one of the biggest challenges in today’s society. The inclusion of dispositions that specifically focus on diversity reflects SIUC’s commitment to preparing educators to meet this challenge.

SIUC’s reflective educators are prepared to serve in diverse classrooms and communities by infusing diversity throughout the unit’s programs. We define “diversity” broadly to include race, language, social class, gender, disability, and sexual orientation (as suggested by Sleeter & Grant, 2003). For the most part, diversity is infused throughout our programs and field experiences. However, all teacher education candidates must successfully complete a course, “Characteristics and Methods of Teaching Exceptional Children,” as part of the Teacher Education Core course sequence. At the master’s degree level, candidates take a variety of courses within their program that emphasize the multiple layers of diversity. All doctoral students in the College must enroll in the Cultural Foundations of Education course that has a strong emphasis on diversity.

Technology

The effective use of educational technologies in the classroom is a goal for all SIUC candidates at both the initial and advanced levels. As a result, the Teacher Education Program is committed to providing its candidates with the skills, knowledge, and dispositions needed to use technology in their own professional development as well as to advance the learning of all their students.

The Teacher Education Program’s vision for and use of technology continues to evolve. All teacher candidates must learn about appropriate software and how to use various types of technology as part of their coursework in organizing and directing instruction. In addition, technology is taught and modeled to varying degrees in all programs. In their field experiences, candidates must effectively incorporate technology into their lessons in order to meet the Technology Standard of the Illinois Professional Teaching Standards. Students are encouraged to use technology in ways that promote reflection and serve the learning needs of diverse students.

The College of Education and Human Services has received a number of grants that have helped to enhance opportunities for initial and advanced level students to gain additional knowledge and skills in the area of technology. Several recent grants, Blazing Learning Trails, PT3 Project LIFT-OFF and Teacher Quality Enhancement, have enabled programs to improve the technology
available to undergraduate and graduate students as well as provide professional development opportunities for students and faculty. The American Memory grant through the Library of Congress has helped us to upgrade the Multimedia Center for Teaching and Learning and to provide training for teachers and teacher candidates on how to digitally incorporate archives from the Library of Congress into their curriculum. In addition, the adoption of LiveText as the unit’s assessment system has promoted candidates’ use of technology through electronic portfolios as well as other class projects posted on-line.

The College has a Technology Committee that helps to monitor the current technology curriculum as well as to advise the Dean on our technology infrastructure. Recently, the College’s Microcomputer Laboratory has been upgraded, Smart Classrooms have been installed, the building has become wireless, the Math Lab has been technologically upgraded and other modifications have been made as well that will assist our advancement in this area.

Language Arts

The state of Illinois requires that all teacher education candidates be proficient in speaking, reading and writing. The Teacher Education Program at SIUC supports students in developing the required language arts skills at all levels of the program. Beginning in the introductory courses, extensive reflective writing is required and spoken English is evaluated in the field evaluation. Emphasis is placed on editing all public documents – letters to parents, lesson plans, etc. and student teachers are held accountable for improving their grammar. There is a separate student teaching performance standard for effective communication with students, which defines language broadly to include nonverbal and visual communication.

Relationship of the Conceptual Framework to Standards Professional standards for educators have emerged as one of the guiding forces in determining curriculum and experiences in today’s teacher education arena. Whether the standards are focused on knowledge, performance and/or dispositions, it is our belief that the need to prepare reflective professional educators to work within these standards reinforces the relevance of our conceptual framework. Recent professional literature points to the need for reflective decision-making in such diverse educational challenges as providing curricular adaptations for students with disabilities (Udvari-Solner, 1996) and effective school administration (Hart, 1990).

All unit programs are aligned to the state teaching standards from their respective content areas as well as the standards adopted by their professional learned societies. This includes our school administration as well as school counseling programs. Candidates must also meet the Illinois Professional Teaching Standards (IPTS) that are based on the INTASC standards. In addition, all field experience assessment forms are aligned to the IPTS.

Recently the unit subscribed to LiveText, an electronic assessment system that allows students to develop electronic portfolios and submit assignments on-line. LiveText enables the unit to align all forms, syllabi, assignments and portfolios to the IPTS and national content standards. As a result, the unit will be able to electronically access this data in order to generate reports regarding individual candidates and programs.
In conclusion, Southern Illinois University Carbondale’s Teacher Education Program is committed to meeting the standards established by NCATE for the purpose of preparing effective educators at both the initial and advanced levels. As a result, our commitment focuses on the preparation of candidates, who are grounded in the knowledge base of their content area, skillful in the methodology required by their program, deeply committed to diversity in classrooms and schools, and reflective about their performance as and role as professional educators.

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-IN1-2010.1
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-IN1-2010.2
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-IN1-2010.6
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.

Tentative Outline

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<thead>
<tr>
<th>Tentative CI 419 Calendar</th>
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<tr>
<td>The readings assignments below are at the beginning of class and must be word processed. When ‘on site’ reflections must be emailed to Dr. Shafer.</td>
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Several guest speakers will be presenting information to the class during the first 7 weeks of the course. Dr. Shafer will host these presenters and inform students when they will conduct the presentations.

Evaluations

Readings and Reflections

Prior to class each week, you will complete a reading response or a reflective exercise connected to the assigned reading for the week. Bring a word processed document to class. These are due at the beginning of class.

Template: Child, Family and Community Engagement Journal

Rubric: CI 419 Journal Responses

Attendance/Participation

Attendance is expected. Two unexcused absences will result in your final grade being dropped by a letter grade. In order for an absence to be excused, I must be notified prior to class time, and you must have a valid reason. If you have an excused absence and an assignment is due, it is your responsibility to turn in the assignment by the end of the week. All course requirements/assignments MUST be submitted on time to receive full credit. Participation in class discussions, at the volunteer site, and in group projects is expected.

Resource Directory

Students 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. Students choose a 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

Students will plan, prepare, and implement an interactive event for the children you work with at your community site. Groups will identify a purpose for their event based on your interactions with the children. You are encouraged to seek resources for your event from the local community. All group members must participate in the planning and presentation of the event to receive credit. Both individual and group credit will be given. Students will submit this assignment on Live Text and prepare a packet for the instructor addressing the following areas to receive full credit:

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 and copies of any handouts that will be shared.

e. Documentation showing each group member’s responsibility.

f. A rationale for the event based on the needs and/or interest of the children.

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

During the first two weeks at your community site, take the time to get to know the children. Then during week 3 and or 4 conduct a needs assessment to determine what type of event to plan. Assessment tools will include a self-assessment, a peer assessment, and site director evaluation. The planning packet must be submitted one week prior to the event. If this does not occur, the event will be canceled and the group will not receive credit for this project.

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<tr>
<th>Assignments</th>
<th>Grade</th>
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<th>Final Points</th>
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<tbody>
<tr>
<td>Reading Reflections</td>
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<tr>
<td>Resource Directory</td>
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<td>Attendance &amp; Participation</td>
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<td>Final Project</td>
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**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.

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<thead>
<tr>
<th>Activity</th>
<th>NAEYC Standards</th>
<th>Illinois Professional Teaching Standard</th>
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<tr>
<th>Event Type</th>
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<tbody>
<tr>
<td>Reading Reflections</td>
<td>2- Building Family &amp; Community Relationships</td>
<td>1- Teaching Diverse Students 4- Learning Environment 8- Collaborative Relationships</td>
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<tr>
<td>Parent Event or Home Visit</td>
<td>2- Building Family &amp; Community Relationships</td>
<td>1- Teaching Diverse Students 4- Learning Environment 8- Collaborative Relationships</td>
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<tr>
<td>Analysis</td>
<td>6- Becoming Professional</td>
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<tr>
<td>After-school Tutoring</td>
<td>1- Promoting Child Development &amp; Learning</td>
<td>1- Teaching Diverse Students 8- Collaborative Relationships 9- Professionalism, Leadership, and Advocacy</td>
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<tr>
<td>Family Workshop</td>
<td>2- Building Family &amp; Community Relationships</td>
<td>1- Teaching Diverse Students 3- Planning for Differentiated Instruction 4- Learning Environment 5- Instructional Delivery 8- Collaborative Relationships 9- Professionalism, Leadership, and Advocacy</td>
</tr>
<tr>
<td>Resource Directory</td>
<td>2- Building Family &amp; Community Relationships</td>
<td>8- Collaborative Relationships 9- Professionalism, Leadership, and Advocacy</td>
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<tr>
<td></td>
<td>6- Becoming Professional</td>
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**Required Text & Resources**

Amatea, E. S. (2012). *Building culturally responsive family-school relationships.*
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 in 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
  - **First offense**: from a zero on the specific lab/assignment/project/exam to course grade of F.
  - **Second offense**: from course grade of F to suspension from the department.
  - **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.
IMPORTANT DATES

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 SakaiNet: 02/05/2016
Last day to file diploma application (name to appear in Commencement program): 02/12/2016

Final examination: 05/09–05/13/2016

Note: For research, internships, or short course in Spain, visit Registrar’s Academic website: http://register.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr’s Birthday Holiday 01/18/2016
Spring Break 03/11–03/20/2016

WITHDRAWAL POLICY—Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form must be initialed 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://register.siu.edu/catalog/undergradcatalog.html

INCOMPLETE POLICY—Undergraduate only

An INC is assigned when, for reasons beyond the control, student 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 one semester from 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://register.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://register.siu.edu/catalog/undergradcatalog.html

GRADUATE POLICIES

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

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 come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. See more at: http://disabilityservices.siu.edu/

PLAGIARISM

Student Conduct Code: http://sur.siu.edu/student_conduct_code/
Guidelines for Faculty: http://pscaz.siu.edu/common/documents/Parastium/Grades/Loy%20Belanger%20Plagiarm.pdf

MORRIS LIBRARY HOURS

http://www.lib.siu.edu/dweb