

Program Approval Protocol for Birth – Kindergarten / ECE SPED Integrated:

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an *asterisk. However, for all other program revisions, it is mandatory to include all the items listed below.*

***1. Cover Sheet (See Attached)**

***2. Rationale**

- a. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

***3. Institutional Approval**

- a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB), to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate.

Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost.

The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (<https://registrar.uark.edu/program-unitchanges/index.php>).

- b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

4. Documentation of Revisions

a. Changes to the Curriculum

- *i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program. (See attached program of study and nine-semester plan in Appendix A)
- *ii Provide a revised [curriculum matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable. (See attached matrix in Appendix D)
- *iii Provide a revised Arkansas Teaching Standards [matrix](#) for first-time licensure programs documenting how the [Arkansas Teaching Standards](#) are covered in the program of study. (See attached matrix in Appendix D)
- *iv Our programs use the [TESS for Aspiring Teachers](#) for our programs of study. The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates' performance relevant to the aspiring teacher rubric.

***v For programs approved in the past two years:**

Provide syllabi that include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.

NA

For all other programs not approved in the past two years:

Provide all syllabi that include course descriptions for all professional education courses prescribed in the program and for all content courses listed on the submitted curriculum matrix.

- Syllabi should include objectives that align with the Arkansas Teaching Standards (for first-time licensure programs), the appropriate TESS/LEADS framework, and Educator Competencies.
- Programs leading to licensure areas other than Elementary Education K-6 or Special Education K-12 should present evidence of alignment to the [Foundations of Reading Competencies-Awareness Level](#) or how they ensure candidates have previously completed the appropriate pathway. Note: DESE-approved prescribed pathways for awareness are aligned to the awareness level competencies.

See attached syllabi in Appendix B

*vi Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required.

There are no changes to common assessments throughout our program as a result of these proposed changes.

***b. Program Partnerships and One-Year Supervised Residency**

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

1. [One-Year Supervised Residency Handbook - DRAFT](#)
2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
 - i. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
 - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
 - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
 - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)
 - ii. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master's degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
 - iii. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
 - iv. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings need to meet their grade band.

General Requirements for Traditional Programs:

- For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
- Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
- A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
- A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

Requirements of the Traditional Educator Preparation Programs:

- i. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
 - a. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
 - b. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
- ii. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.
 - a. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.

- iii. Our EPP and Prek/K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.

- iv. A copy of the MOU signed by districts can be find in Appendix C. The MOU includes:
 - a. Goals of partnership
 - b. Responsibilities of the district
 - c. Responsibilities of the EPP
 - d. Joint responsibilities
 - e. Timelines/Schedules for walk-throughs, meetings, and other communications

- v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:
 - a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).

 - b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](#), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).

 - c. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.

 - d. The Aspiring teacher permit experience shall take place in a public-school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

***c. Transition to DLT Format**

NA

***d. Changes to Policies Overseeing Candidate Quality**

i Describe any changes to entry requirements.

No changes to entry requirements are proposed

ii Describe any changes to retention procedures, such as mid-program benchmarks or transition points.

No changes to retention procedures are proposed

iii A candidate is a successful program completer once they have graduated from their program. All candidate must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

***5. Transition Plan**

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

Once approved, these revisions will take effect in fall 2026, replacing previous iterations of the Birth through Kindergarten major. All faculty and coursework needed for program change implementations are in place. Students in the previous versions of BRKD *who will graduate prior to spring 2027* will require few accommodations, as they will not be required to complete the one-year internship courses and requirements of the BRKD initial licensure program. Where the schedule of course offerings changes, advising will be used to guide students. Transfer students will be similarly advised to choose the appropriate degree plan and apply for candidacy using the same procedures and requirements. If they would graduate in spring 2027 or later, advising will be used to ensure that they are in the courses needed to comply with the one-year internship mandate.

Should situations arise in which a student on an older Birth – Kindergarten plan is unable to take a course required on their degree plan, students will be advised on a case-by-case basis which course substitutions could be made that will allow them to graduate in a timely manner while fully preparing them for Birth-Kindergarten licensure.

DEPARTMENT OF BIRTH THROUGH KINDERGARTEN

NINE-SEMESTER DEGREE COMPLETION PROGRAM

B.S.H.E.S – Birth through Kindergarten (BRKD)

2025-2026

HDFS Requirements: 1 hour University Perspectives; 9 hours Communications; 3 hours History; 3 hours Mathematics; 8 hours Sciences; 6 hours Fine Arts/Humanities; 9 hours Social Sciences; 72 hours Birth Through Kindergarten Concentration; 9 hours general electives. See catalog for candidacy and retention requirements for initial teacher licensure.

Key: **Bold** = Course meets University Core.

Fall Semester Year 1

- UNIV 10001 University Perspectives, 1 hour
- **CIED 10103 Intro to Education**, 3 hours
- **MATH Core Elective**, 3 hours
- **Fine Arts Core Elective**, 3 hours
- **ENGL 10103** Composition I, 3 hours

Total Semester Hours: **13**

Spring Semester Year 1

- **HDFS 24330 Child Development** 3 hours
- **PSYC 20003**, 3 hours
- **ENGL 10203** Composition II, 3 hours
- **Science Core Elective**, 4 hours
- COMM 13103 Public Speaking, 3 hours Total

Semester Hours: 16

Fall Semester Year 2

- HDFS 24003 Infant and Toddler Development, 3 hours
- HDFS 24001L Infant and Toddler Development Lab, 1 hour
- **General Electives**, 3 hours
- **US History or Government Core Elective**, 3 hours
- **Humanities Core Elective**, 3 hours
- NUTR 12103 Fundamentals of Nutrition, 3 hours Total

Semester Hours: 16

Spring Semester Year 2

- **HDFS 24103 Family Relations**, 3 hours
- Science Core Elective, 4 hours
- **HDFS 24703 Child Guidance**, 3 hours
- **HDFS 24701L Child Guidance Laboratory**, 1 hour
- **HDFS 24903 Intro to Cultural Competence**, 3 hours
- **General Elective**, 1 hour

Total Semester Hours: 15

Fall Semester Year 3

- **SOCI 20103 General Sociology OR HDFS 26003 Rural Families and Communities**, 3 hours
- **CIED 30203 Survey of Exceptionalities**, 3 hours
- **HDFS 42103 Math and Science for Young Children**, 3 hours
- **HDFS 42102L Math and Science for Young Children Laboratory**, 2 hours
- HDFS 42303 Developmental Assessment in Early Childhood, 3 hours
- **General Elective**, 1 hour

Total Semester Hours: **15**

Spring Semester Year 3

- **HDFS 33303 Language and Literacy Pedagogy**, 3 hours
- HDFS 42203 Creative and Social Experience for Young Children, 3 hours
- HDFS 42202L Creative and Social Experience for Young Children Laboratory, 2 hours
- **SCWK 36303 Child Welfare OR SCWK 30103 Child Advocacy**, 3 hours
- **SPED 44103 ABA and Classroom Management**, 3 hours
- General Elective, 1 hours

Total Semester Hours: **15**

Summer Year 3

- **SPED 41403 Teaching Communication Skills to Persons with Autism**, 3 hours

Total Semester Hours: 3

Fall Semester Year 4

- HIST 33803 Arkansas and the Southwest, 3 hours
- HDFS 43706 Internship: Infant, Toddler, and Preschool Programs, 6 hours
- **SPED 47803 Professional/Family Partnerships**, 3 hours
- General Elective, 3 hours

Total Semester Hours: **15**

Spring Semester Year 4

- HDFS 43103 Building Family and Community Relationships, 3 hours
- HDFS 43809 Internship: Kindergarten Programs, 9 hours

Total Semester Hours: **12**

Total Completed Hours: 120

SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

Major in Birth through Kindergarten

Check Sheet for Birth through Kindergarten (BRKD)

2025-2026

Name:

I.D. Number:

Advisor:

University Requirements: 1 hour¹

- UNIV 10001 University Perspectives

Communications: 9 hours

- ENGL 10103 Composition I
- ENGL 10203 Composition II
- COMM 13103 Public Speaking

US History or Government: 3 hours

- HIST 20003 or HIST 20103 or PLSC 20003

Mathematics: 3 hours

- MATH 12003 College Algebra or higher-level MATH

Sciences: 8 hours³

Choose 8 hours from Science Core:

Check for completion	Course I. D.:	Course Name:
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Fine Arts/Humanities: 6 hours³

Choose 3 hours from Fine Arts and 3 hours from Humanities:

Check for completion	Course I. D.:	Course Name:
<input type="checkbox"/>		
<input type="checkbox"/>		

Social Sciences: 9 hours

- PSYC 20003 General Psychology
- SOCI 20103 General Sociology **OR**
 - HDFS 26003 Rural Families and Communities
- HDFS 24103 Family Relations

Birth through Kindergarten Major Core: 72 hours

- NUTR 12103 Fundamentals of Nutrition
- ~~HDFS 14203 Observation and Foundations for Teaching Young Children~~ ~~CIED 10103 Introduction to Education~~
- HDFS 24003 Infant and Toddler Development
 - HDFS 24001L Infant and Toddler Development Lab
- HDFS 24303 Child Development
- ~~HDFS 24603 Intro to Leadership and Administration in the Helping Professions~~
- HDFS 24703 Child Guidance
 - HDFS 24701L Child Guidance Lab
- HDFS 24903 Intro to Cultural Competence
- HDFS 33303 Language and Literacy Pedagogy for Birth Through Kindergarten Educators
- ~~HDFS 34503 Parenting and Family Dynamics~~
- HDFS 42103 Math and Science for Young Children
 - HDFS 42102L Math and Science for Young Children Lab

- HDFS 42203 Creative and Social Exp for Young Children
 - HDFS 42202L Creative and Social Exp for Young Children Lab
- HDFS 42303 Developmental Assessment in Early Childhood
- HDFS 43103 Building Family and Community Relationships
- HDFS 43706 Internship: Infant, Toddler, and Preschool Programs
- HDFS 43809 Internship: Kindergarten Programs
- CIED 30203 Survey of Exceptionalities
- ~~CIED 31103 Emergent Literacy~~
- HIST 33803 Arkansas and the Southwest
- SCWK 36303 Child Welfare: 21st Century Perspectives **OR** ~~SCWK 30103 Child Advocacy~~
- SPED 44103 ABA and Classroom Management for Teachers
- ~~SPED 44903 Introduction to Students with High Incidence Disabilities~~ ~~SPED 47803 Professional/Family Partnerships~~
- ~~CIED 499V Special Topics in Curriculum & Instruction Education~~ ~~SPED 41403 Teaching Communication Skills to Persons with Autism²~~

General Electives: ~~9~~ 9 hours

Check for completion	Course I. D.:	Course Name:
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Total Hours Required hours

120

OTHER REQUIREMENTS FOR BSHE S DEGREE IN BIRTH THROUGH KINDERGARTEN MAJOR⁴

Both candidacy and retention eligibility for the Arkansas Birth through Kindergarten Integrated Licensure Program require that students meet a set of criteria listed in the catalog. These include the submission of a transcript showing a cumulative grade point average of at least 3.0, with grades of C or better in all BRKD courses. Students should consult their academic advisor as they near completion of the above requirements to discuss the application process for the Integrated Birth through Kindergarten/Special Education teacher license in Arkansas. Additional Requirements for application to teacher licensure with the State of Arkansas Department of Education include demonstrating basic skills in Reading, Writing, and Mathematics (see Birth-Kindergarten Program Handbook), Praxis Content: Interdisciplinary Early Childhood Education 5023 ~~and Principles of Learning and Teaching: Early Childhood 5621~~.

¹ UNIV 1001 is required for new freshmen or transfers with less than 24 hours
² Students must complete a CIED 499V (3 hours) in which the topic is in the area

⁴ Course is taking during the summer session.

³ Child Maltreatment Certification must be completed.

NUTR 12103-903 – FUNDAMENTALS of NUTRITION

Course Location: Asynchronous Online via Blackboard & MindTap
Office Hours: by appointment only through Email/Microsoft Teams

I. COURSE DESCRIPTION: This introductory course is a great opportunity for you to learn several issues related to human nutrition that will be truly relevant to your own health. Did you know that several diseases such as diabetes, cardiovascular disease, metabolic syndrome, and even certain types of cancers can all develop as a consequence of poor dietary habits? In this course, you will learn the elements of a healthy diet during the various stages of life, how food is digested and processed to provide nutrients for our body’s functions, and the specific roles of the different types of nutrients. Most importantly, this course will give you the tools to make informed decisions about your own diet and to critically think about nutrition related messages that are disseminated to the public by the media.

II. REQUIRED MATERIALS:

TEXTBOOK:Sizer FS, Whitney EN, *Nutrition: Concepts and Controversies*, 16th ed. Boston, MA: Cengage Learning, 2023. ISBN: 978-0-357-72761-4 Older editions of the text are not allowed (material is outdated).

I am excited to inform you that all the required course materials for NUTR 12103 will be delivered through our **Inclusive Access program**. This means you will get access to all required course materials on day 1 of class at the lowest available price. The process is simple, all you must do is log onto Blackboard the first day of class, follow the steps in the registration folder, and your required course materials will be available through Blackboard (see first announcement for more details). **You do not need to go online or to the bookstore to purchase your course materials.** You should have received an email from the bookstore outlining this process. Access to the materials is covered by the fee that is charged for the class, no additional purchase is necessary. Access is provided through Cengage/MindTap. An opt out function will be available. If you do **opt out**, the fee will be refunded and your access to the materials will be disabled. You will then be responsible for purchasing your own access to the materials. Specific details about the fee and the opt out process should have been communicated to your UARK email via the University Bookstore.

HELPFUL WEBSITES: www.eatright.org , www.myplate.gov , www.healthypeople.gov , www.nutrition.gov www.cdc.gov

III. COURSE OBJECTIVES:

<i>Students who successfully complete the requirements for this course will be able to:</i>	Exam	Assignment/Quiz
Distinguish sound nutrition practices from fads and quackery. (ADE 6.1)	x	x
Identify different nutrients, their unique roles, and their food sources in the human diet. (SLO-1)	x	x
Explain the basic biological processes of digestion, absorption, and metabolism of nutrients.	X	x
Describe the relationship between nutrients and weight regulation, sports performance, and disease.	x	x
Discuss how nutrient requirements change throughout the life cycle.(ADE 1.1, 1.6, 1.8)	x	x
Describe the key issues related to food safety and hunger.	x	x
Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical, evidence-based practice decisions (KRDN 1.1)		x

Syllabus and Course Schedule are tentative

IV. COURSE REQUIREMENTS/ASSIGNMENTS: Students are expected to act as professionals. This includes:

COMMUNICATION/CONTACT POLICY: Students are strongly encouraged to contact me via email. I make every effort to respond to emails within 24 hours. Please give me 24 hours to respond, however if you have not heard anything in 24 hours, please send me a reminder email.

1. Email Etiquette:

- a. Please contact me via email at dcm005@uark.edu. Professional emails are expected. Include "NUTR 12103-903" in the subject line of your email to ensure I know which class/section you attend. Be sure to also include the topic of discussion (e.g., NUTR 12103-903, Exam issue). Please include your name in the email as well, especially if sending from a non-University account.
- b. This course meets the regular and substantive interaction requirements for online courses that is outlined in [Distance Education Online Standards for Courses taken for Academic Credit: Academic Policy 1200.50](#). In this course I will:
 - i. Send out weekly announcements/emails regarding course content & due dates.
 - ii. Provide video lectures/breakdowns on Blackboard for each chapter as they open.
 - iii. Monitor your academic engagement & success and contact you regarding progress via UARK email.
 - iv. Personalized feedback on exams (by request/appointment) and projects.
 - v. Office hour appointments will be completed using Microsoft Teams.
- c. My goal is to answer emails (within 24 hours) between 9 am to 6 pm on weekdays. On weekends, responses will be intermittent.
- d. Multiple emails sent regarding information that can be found in your syllabus will likely **not be answered and may result in a loss of up to 5 points from your final grade. THE SYLLABUS IS POSTED ON BLACKBOARD UNDER THE "Syllabus" tab.**

ONLINE STUDENT POLICIES

1. As a student in an online class, it is your responsibility to: Check both Blackboard and your UARK email for information and updates. Please be sure to check your email daily as all announcements on Blackboard will typically also be sent out as emails.
2. Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. Be aware that this is a legal matter involving intellectual property rights as described below:

State common law and federal copyright law protect my syllabus and lectures. They are property of the University of Arkansas. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from Dr. Martinez. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.
3. If you have any questions always ask. Please **contact** me (UARK email) if you have any concerns.
4. It is your responsibility to check Blackboard and your UARK email regularly (recommend daily) for updates about this course. It is also your responsibility to monitor grades and as they are posted to ensure that discrepancies do not exist. If discrepancies are found, it is your responsibility to bring those to the instructor's attention as soon as possible.

Syllabus and Course Schedule are tentative

COMPUTER/INTERNET CONCERNS:

1. When taking quizzes and exams it is recommended to NOT use a wireless connection as the connection could drop. If you do not trust your WIFI, it may be wise to use campus computers or an ethernet cable to access the internet directly. If you have issues, please call the Blackboard Help Desk at 479-575-6804 or email bbhelp@uark.edu. If you have connection issues during an exam or quiz, I cannot help you. It is your responsibility to be proactive; you must contact Blackboard immediately. Failure to contact Blackboard immediately will most likely result in you receiving a zero for the exam or quiz. Please also email me and let me know right away. Do not wait until after the exam has finished to report you were having issues. Please also see the Exam Technical Difficulty policy below.

GRADES WILL BE EARNED ON THE FOLLOWING BASIS:

1. **Exams:** All exams will be online taken through Blackboard using the Respondus LockDown Browser. We will not be using the video monitor portion; we will only use the lockdown browser. Please be sure to get this browser installed on your computers. Here is the link and steps to install the Respondus LockDown Browser: <https://tips.uark.edu/lockdown-student-quickstart/>
Here is an additional link for those who require ADA compliance within the LockDown Browser: <https://tips.uark.edu/respondus-ldb-ada/>
The exams will open at 12:01am and close at 11:59 pm CDT. This is your window to complete the exam. Once you begin the exam you have 75 minutes to complete 60 questions (20 questions per chapter). You cannot stop and start again so the exam must be finished in one sitting. You will have 5 exams each worth 100 points (including the final). Exam dates are set (see course schedule).
2. **MindTap Quizzes/Assignments:** You will be responsible for **Chapter 1 Debunk the Junk: CLAIM Method** Quiz (8 pts) and **A Closer Look** assignments from each chapter, that are worth up to 330 points (15 assignments worth 22 points each). Video Quizzes worth 3 points each (14 video quizzes for a total of 42 points). Assignments/Quizzes will be due on their respective dates as found in the course schedule. You will be responsible for two **Diet & Wellness + Client Diet Assessment Assignments: Chapter 2: Dietary Reference Intakes, & Chapter 15: World Hunger**. These are worth 10 points each. No time limit for Quizzes/Assignments, only deadlines.
3. Students are strongly encouraged to discuss any concerns regarding their individual grades with the instructor **PRIOR** to the completion of the course. Grades will not be directly discussed via email as per University Policy. However, if you have serious concerns about your overall grade, please email me and we can set up a time to discuss through Microsoft Teams. Grades or your performance in this class will not be discussed with parents, spouse, etc.

Blackboard:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Exam 4	100 points
Exam 5 (final)	100 points

MindTap:

Debunk the Junk: CLAIM Quiz (KRDN 1.1)	8 points
Video Quizzes (3 points each)	up to 42 points
D&W + Client Diet Assess Activities (10 points each)	20 points
A Closer Look (22 points each)	up to 330 points
TOTAL:	900 points

V.GRADING SCALE: Grades based on the A-F system:

≥ 90% = A; ≥80% = B; ≥70% = C; ≥60% = D; <60% = F

Course Points Rounding Policy: determine final course points out to two decimal points and round accordingly (for example: 89.44 would round to 89% (B), 89.45 would round to 90% (A)).

Syllabus and Course Schedule are tentative

VII. CLASS POLICIES:

LATE ASSIGNMENT/QUIZ POLICY: Assignments/quizzes are due by the deadlines noted on the course schedule, as indicated on Blackboard and/or posted in an announcement. **No late assignments or quizzes** will be accepted or available for submission after a due date has passed, so please plan ahead and make sure you do not miss a deadline. **You have a week or more to complete the assignments, so please use your time wisely.**

EXAM TECHNICAL DIFFICULTY POLICY: If your Internet drops while testing or the exam freezes for any reason, you should be able to get back into your exam (once you regain Internet capabilities, if it dropped). You may have to close your browser window completely and open a new one, then go back to the exam (a computer restart may also be necessary). The exam will let you in (if it is before the due date and you still have time remaining), however time will continue to count down so please move with haste if this happens. I may not be able to respond to your exam issues immediately over the weekend if you choose to take your exam then instead of Friday. If technical difficulties arise over the weekend that cannot be solved by the method above, please complete the following steps. If the below steps are not followed, I cannot reopen exams after the deadline has passed.

Step 1) Contacting IT:

- If you have a technical issue with your exam, you must first immediately contact IT or Blackboard Services prior to contacting your instructor.
- If there is a problem with the Blackboard system notify IT Services (either call 479-575-HELP or report an issue at help.uark.edu) immediately.
- If you have questions specific to Blackboard, you can either, call (479) 575-HELP (4357) email bbhelp@uark.edu, or create a request help ticket at help.uark.edu.

If technical issue requests are received 24-hours after the initial technical issue, requests to complete the exam will not be granted.

Help Desk Hours

Monday through Thursday, 7 a.m. to midnight; Friday from 7 a.m. to 5 p.m.

Saturday from 11 a.m. to 4 p.m., and Sunday from 3 p.m. to midnight

Step 2) Send an email to your Instructor: Email subject line: Course and Section, Assignment or Exam in Question, Technical Issue.

Example: "NUTR 12103-903, Exam 2, Technical Issue"

Step 3) Provide the email chain from IT Help or notes from a call plus the IT staff's contact info, within 24 hours of the initial issue.

Step 4) Description of request

Step 5) I will reset the requested exam if the above information is received within 24 hours of the initial problem.

EXAM MAKE UP POLICY FOR EXAMS ONLY: PLAN AHEAD! You have the course schedule before you and know when each exam is scheduled. 1.) All exams are given online, you must complete the exam during the time frame outlined in the class schedule. If you have a school sanctioned event and an official letter from University Faculty/Staff stating that you will be unable to take the exam on the scheduled day, you will need to make yourself available to make-up that exam within the first weekday you are back after the scheduled event or schedule the exam early. 2.) If you miss the exam due to illness, you must provide an excuse from the doctor's office. If you miss due to funeral attendance, you must provide written documentation (a program of service). **3.) If you miss an exam for any reason (other than a school sanctioned event, illness, or funeral service, as outlined above), you will receive a zero for the exam.**

VII A. **THERE WILL BE NO ADDITIONAL ASSIGNMENT OPPORTUNITIES FOR EXTRA CREDIT POINTS. Please explore all resources on Blackboard and Cengage (*Hint: Try the "Practice LockDown Browser Test" on Blackboard*).**

Syllabus and Course Schedule are tentative

VII B. CENTER FOR EDUCATIONAL ACCESS (CEA): University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodation, please contact me privately by the second week of class to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures). Once I receive an email from CEA, I will implement the accommodations.

VII C. ACADEMIC INTEGRITY/HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://honesty.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

NOTE: Professional integrity is mandatory now and in your future; clients/patients will expect accurate information and therapy from you. Cheating will not be tolerated and will affect your grade as well as any professional references in the future. If an academic integrity issue arises after letters of recommendation have been sent, these letters will be revoked and the institution/scholarships/internships/employment opportunities to which you applied will be notified.

VIII D. Use of Generative Artificial Intelligence (AI): *Restricted:* Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

VII E. University Health & Safety: Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/workspace disinfecting can be found at <https://health.uark.edu/coronavirus/latest-information-for.php#safety>. Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website: <https://ethics.uark.edu/>. Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.

VIII. SOME HELPFUL RESOURCES:

- A. Pat Walker Health Services- 525 N Garland, 479-575-4451, <http://health.uark.edu/>
- B. UofA Cares: <http://uofacares.uark.edu/>
- C. Counseling & Psychological Services: <https://health.uark.edu/mental-health/index.php>
- D. COVID-19 & Other Communicable Diseases: <https://health.uark.edu/communicable-diseases>
- E. Recreational Resources, HPER, UREC HPER 225; 479-575-4646.
<http://urec.uark.edu/facilities/index.php>

Syllabus and Course Schedule are tentative

NUTR 12103-903 Fall 2024 Course Schedule

	Week	Readings/Assignments/Exams	Due @ 11:59pm CT	Pts
UNIT 1				
Chapter 1	Aug. 19 th – 25 th	Read: Chapter 1 Food Choices & Human Health		
		Read: Controversy 1: Sorting Imposters from Real Nutrition Experts		
		Complete: Debunk the Junk Quiz	Sunday, August 25, 2024	8
		Complete: A Closer Look: The Food Environment & Food Choices	Sunday, August 25, 2024	22
		Complete: Video Quiz: Scientific Method	Sunday, August 25, 2024	3
Chapter 2	Aug. 26 th – Sept. 1 st	Read: Chapter 2 Nutrition Tools-Standards & Guidelines		
		Read: Controversy 2: Are Some Foods “Superfoods” for Health?		
		Complete: A Closer Look: Nutrition Standards and Guidelines When to Use Them	Sunday, September 1, 2024	22
		Complete: Diet & Wellness + Client Diet Assessment: DRIs	Sunday, September 1, 2024	10
		Complete: Video Quiz: Reading a Food Label	Sunday, September 1, 2024	3
Chapter 3	Sept. 2 nd – 8 th <i>Labor Day</i> <i>Monday Sept. 2nd</i>	Read: Chapter 3 The Remarkable Body		
		Read: Controversy 3: Alcohol		
		Complete: A Closer Look Quiz Physiology of Human Digestion and Absorption	Sunday, September 8, 2024	22
		Complete: Video Quiz: Circulation	Sunday, September 8, 2024	3
EXAM 1		(9/6/24 [12:01am CT] - 9/8/24 [11:59pm CT]) EXAM 1, UNIT 1: Open ~72 hours		100
UNIT 2				
Chapter 4	Sept. 9 th – 15 th	Read: Chapter 4 The CHO: Sugar, Starch, Glycogen, & Fiber		
		Read: Controversy 4: Are Added Sugars “Bad” for You?		
		Complete: A Closer Look: Hormones & Glucose Levels	Sunday, September 15, 2024	22
		Complete: Video Quiz: Blood Glucose Regulation	Sunday, September 15, 2024	3
Chapter 5	Sept. 16 th – 22 nd	Read: Chapter 5 The Lipids: Fats, Oils, Phospholipids, & Sterols		
		Read: Controversy 5: The Lipid Guidelines Debate		
		Complete: A Closer Look: Types & Functions of Lipids	Sunday, September 22, 2024	22
		Complete: Video Quiz: Lipoproteins	Sunday, September 22, 2024	3
Chapter 6	Sept. 23 rd – 29 th	Read: Chapter 6 The Proteins & Amino Acids		
		Read: Controversy 6: Are Vegetarian or Meat-Containing Diets Better for Health?		
		Complete: A Closer Look: Types of AA & the Importance of Proteins	Sunday, September 29, 2024	22
		Complete: Video Quiz: Protein Synthesis	Sunday, September 29, 2024	3
EXAM 2		(9/27/24 [12:01am CT] - 9/29/24 [11:59pm CT]) EXAM 2, UNIT 2: Open ~72 hours		100

Syllabus and Course Schedule are tentative

UNIT 3				
Chapter 7	Sept. 30 th – Oct. 6 th	Read: Chapter 7 The Vitamins		
		Read: Controversy 7: Vitamin Supplements: What are the Benefits & Risks		
		Complete: A Closer Look: The Fat-Soluble Vitamins & Vitamin D	Sunday, October 6, 2024	22
		Complete: Video Quiz: Vitamin A	Sunday, October 6, 2024	3
Chapter 8	Oct. 7 th – 13 th	Read: Chapter 8 Water & Minerals		
		Read: Controversy 8: Osteoporosis: Can Lifestyle Choices Reduce the Risk?		
		Complete: A Closer Look: The Role of Water in Health; Water Sources, & Water Safety	Sunday, October 13, 2024	22
		Complete: Video Quiz: Calcium	Sunday, October 13, 2024	3
Fall Break October 14th – 15th				
Chapter 9	Oct. 14 th – 20 th Fall Break Oct. 14 & 15	Read: Chapter 9 Energy Balance & Healthy Body Weight		
		Read: Controversy 9: The Perils of Eating Disorders		
		Complete: A Closer Look: Health Consequences of Excess Body Fat	Sunday, October 20, 2024	22
		Complete: Video Quiz: Estimating Energy Needs Based on Using the EER Equation	Sunday, October 20, 2024	3
EXAM 3	(10/18/24 [12:01am CT] - 10/20/24 [11:59pm CT]) EXAM 3, UNIT 3: Open ~72 hours			100
UNIT 4				
Chapter 10	Oct. 21 st – 27 th	Read: Chapter 10 Performance Nutrition		
		Read: Controversy 10: Ergogenic Aids: Breakthroughs, Gimmicks, or Dangers?		
		Complete: A Closer Look: Basic Functions of Muscles & their Role in Health & Energy Needs	Sunday, October 27, 2024	22
		Complete: Video Quiz: Iron	Sunday, October 27, 2024	3
Chapter 11	Oct. 28 th – Nov. 3 rd	Read: Chapter 11 Nutrition & Chronic Diseases		
		Read: Controversy 11: Nutrient-Drug Interactions: Who Should Be Concerned?		
		Complete: A Closer Look: The Role of Nutrition in Disease, Specifically Heart Disease	Sunday, November 3, 2024	22
		Complete: Video Quiz: Antioxidants	Sunday, November 3, 2024	3
Chapter 12	Nov. 4 th – 10 th	Read: Chapter 12: Food & Water Safety & Food Technology		
		Read: Controversy 12: Bioengineered Foods: What are the Pros & Cons?		
		Complete: A Closer Look: The Impact of Foodborne Illness	Sunday, November 10, 2024	22
		EXAM 4	(11/8/24 [12:01am CT] - 11/10/24 [11:59pm CT]) EXAM 4, UNIT 4: Open ~72 hours	

Syllabus and Course Schedule are tentative

UNIT 5				
Chapter 13	Nov. 11 th – 17 th	Read: Chapter 13 Lifecycle Nutrition: Mother & Infant		
		Read: Controversy 13: Childhood Obesity & Early Chronic Diseases		
		Complete: A Closer Look: The Role of Nutrition Status on Gestation	Sunday, November 17, 2024	22
		Complete: Video Quiz: The Placenta	Sunday, November 17, 2024	3
Chapter 14	Nov. 18 th – 24 th	Read: Chapter 14 Child, Teen, and Older Adult		
		Read: Controversy 14: Childhood Obesity & Early Chronic Diseases		
		Complete: A Closer Look: Common Nutritional & Environmental Effects on Human Growth	Sunday, November 24, 2024	22
		Complete: Video Quiz: Nutrition and the Aging Population	Sunday, November 24, 2024	3
Thanksgiving Break November 27th – 29th				
Chapter 15	Nov. 25 th – Dec. 5 th <i>Thanksgiving Break Nov. 27 – 29</i>	Read: Chapter 15 Hunger & the Future of Food		
		Read: Controversy 15: How Can We Feed Ourselves Sustainably?		
		Complete: A Closer Look: Food Insecurity in the US	Thursday, December 5, 2024	22
		Complete: Diet & Wellness + Client Diet Assessment: World Hunger	Thursday, December 5, 2024	10
		Complete: Global Nutrition Watch	Thursday, December 5, 2024	3
EXAM 5	Dec. 9th – 13th Finals Week	(12/9/24 [12:01am CT] - [11:59pm CT]) EXAM 5, UNIT 5: Open ~24 hours	Monday, December 9, 2024	100
Total				900

*All times in are in Central Daylight Time (CDT).
Syllabus/Course Schedule are Tentative.*

Syllabus and Course Schedule are tentative

Introduction to Education (CIED 10103 – 003)

Fall 2024 | 2:00 – 3:15 p.m.

Instructor: Dr. Megan Godfrey

Email: mcardwe@uark.edu

Phone: (479) 200-4460

Student Hours: By Appointment

I. COURSE DESCRIPTION: Introduction to Education integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. This course encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. A 12-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education.

II. REQUIRED TEXTBOOK: The book for this course represents foundational information on education. In addition to this text, other articles and resources will be provided via Blackboard.

INTRODUCTION TO EDUCATION by Dr. Jennifer Beasley and Dr. Myra Haulmark.

This text is an open resource textbook and will be provided through the Blackboard Course.
Link: <https://uark.pressbooks.pub/introductiontoeducation/>

III. III. RELATIONSHIP TO KNOWLEDGE BASE: Introduction to Education is an initial level course and is included in the Professional and Pedagogical standards. It is the first education course required and is a prerequisite for all other professional education courses. **A letter grade of a “C” must be obtained in this introductory course before a student may advance to any other professional education course.** The course is designed to introduce students to the career of teaching and to the way education occurs in the classroom.

IV. COMPETENCIES: Upon completion of CIED 10103, students will be able to:

- Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9; ADE 6.1, 6.2, 6.4, 6.9).
- Identify major historical events and persons who have influenced the progression and development of American education.
- Discuss teaching as a profession, including professional skills, mindsets, and ethics. (InTASC 9, 10; ADE 1.1, 1.2, 1.8 4.1, 4.2, 5.3, 6.1, 6.2, 6.4, 6.9).
- Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3; ADE 7.1, 7.3).
- Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform. (InTASC 1, 2, 3, 9, 10) .

- Describe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9; ADE 6.1, 6.2, 6.4, 6.9)
- Differentiate the various educational philosophies that undergird educational practice.
- Recognize the practical applications of philosophical concepts in the classroom; explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction. (ADE 1.8)
- Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10; ADE 6.1)
- Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5)

V. CLASSROOM EXPECTATIONS, NORMS, AND COURTESIES: We will establish our classroom expectations and courtesies collaboratively on the first day of class.

VI. COURSE REQUIREMENTS:

- A. FINAL PROJECT:** The final project of this course is the creation and compilation of a New Teacher Toolkit. The toolkit will include resources and reflections about the foundations of education, the professional practices and mindsets of educators, strategies for instruction and classroom management, and important contextual considerations for educators. **The final project is worth 50 points and is due before class on December 5.** Additional information, including specific requirements and the rubric, is available in Blackboard.
- B. WEEKLY READING & REFLECTIONS:** Please plan on reading from the text or a provided educational article in preparation for class every week. This class will use an Open Access Textbook. You will need to be able to access the text and articles online. You will also complete a choice board reflection or interactive journal reflection to demonstrate your understanding of the key concepts of the assigned reading. Additional information, including specific requirements for choice board and interactive journal reflections, is available in Blackboard.
- C. IN-CLASS ENGAGEMENTS:** Attendance is vital, as the vast majority of our learning will be in-person and collaborative. There will be many activities during our class time that will be impossible to make up, so please do your very best to attend every week. Plan on group discussions, collaborative projects, in-class readings and reflections, and individual interactive journal reflections. We will frequently use laptops or other devices in class and to submit assignments via Blackboard.
- D. CRITICAL ARTICLE REVIEWS:** This requirement involves reading and critiquing two articles from professional (Peer-Reviewed) journals pertaining to current topics in the field of education. I will provide articles you can choose from, or you may critique a different article with prior approval. Specific instructions for formatting a critique will be furnished in class. All articles are written using the style of writing expected at the collegiate level using the American Psychological Association (APA) guidelines. A resource for learning about this style can be found online by going to <http://owl.english.purdue.edu/>. It is recommended that each student carefully consider the rubric that will be used to grade the article critiques in order to comply with the standards that are set for this assignment. Additional information, including specific requirements and the rubric, is available in Blackboard.

- E. PHILOSOPHY OF EDUCATION PAPER:** Each student will write a formal Philosophy of Education statement describing his or her emerging personal philosophy of education. The position paper should portray a philosophy of education as it is related to the educational philosophies and theories studied in class: essentialism, perennialism, progressivism, constructivism, or social reconstructionism. Additional information, including specific requirements and the rubric, is available in Blackboard.
- F. FLEXIBLE OBSERVATION HOURS (“FLEX” HOURS):** You are required to spend a minimum of **twelve** hours on additional observations, preferably two hours at a time for six different observations. These observations are known as “flex hours” and provide opportunities to observe school settings that may be outside of the traditional classroom. Students are to complete the Flex Hours journal entries in their interactive journal and write a two-page reflection summary regarding these observations and submit to Blackboard. The reflection summary should focus on what was learned during these observations that occurred outside of the regularly scheduled observations.

Students may choose from a variety of observation experiences and must obtain permission from the appropriate officials (principal, teacher etc.) before observing in classrooms or professional meetings such as a teacher Inservice Meeting (a letter of introduction from your professor is available on Blackboard).

The types of observation choices are listed below. At least six hours need to be in-person. The additional six hours can be in-person or virtual. The amount of observation time that can be counted is provided and those that require permission are identified by an “*”.

Additional Class Observations * (At least two hours required.; no maximum.)

- a. K-12 General Education Classrooms*
- b. Special Education*
- b. English as a Second Language (ESL)*
- c. Gifted and Talented*
- d. Reading Recovery or reading intervention*
- e. Reading Specialist*
- f. Speech/Hearing Impaired Specialist*
- h. Head Start or Public Pre-K*
- i. Lunchroom/playground*

Professional Meetings:

- a. School Board meeting (Count up to 2 hours)
- b. Faculty meeting * (Count up to 2 hours)
- c. Teacher In-service * (Count up to 2 hours)
- d. Legislative Committee Meeting (Count up to 2 hours)
- e. Other professional meetings with prior approval from your instructor (count up to 2 hours)

Extracurricular Activities (all K-12 schools, not college):

- a. Athletic practice* (count up to 2 hours)
- b. Music/choir practice* (count up to 2 hours)
- c. Drama practice* (count up to 2 hours)
- d. Athletic contests (limit of 1 and may count up to 2 hours)
- e. Performances (Count up to 2 hours for each observed)
- f. Special Assemblies* (Count up to 2 hours)
- g. Field Trips* (Count up to 2 hours)

VII. GRADING: Grading Scale: A=100-90. B=89-80. C=79-70. D=69-60. F=59 or lower.

IMPORTANT REMINDER! YOU MUST EARN AT LEAST A "C" FOR THE COURSE TO COUNT TOWARD YOUR DEGREE.

In-Class Engagements (25 @ 10 pts.)	250 points
Weekly Reflections (10 @ 10 pts.)	100 points
Critical Reviews (2 @ 25 pts.)	50 points
Educational Philosophy Paper	50 points
Flex Hours + Reflection Papers (6 @ 25 pts.)	150 points
Final Project + Interactive Notebook	100 points
TOTAL	700 POINTS

VI: ACADEMIC HONESTY

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: <http://provost.uark.edu/245.php>. The APA guidelines for citations can be found online through OWL at: <http://owl.english.purdue.edu/>

VII. INCLEMENT WEATHER: All classes are canceled when the university is closed. For the university weather policy, please see <http://safety.uark.edu/inclement-weather>

VIII. ATTENDANCE POLICY AND LATE WORK POLICY:

“Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for a court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies).

Active participation in the course is essential and expected. Repeated tardiness could result in a loss of class engagement points. Students missing **more than 5 classes** will be advised to withdraw and take the course at another time. Please talk to me about your absences.

Makeup Policies: You must contact the instructor **BEFORE** the assignment is due if extraordinary circumstances occur.

IX: STUDENTS WITH LEARNING DISABILITIES

I understand that learning differences are the unique and individual ways in which some people process new information. I want to create an inclusive classroom where all students are respected, and their learning needs are met. If you know that you have a learning difference or suspect you have a learning difference, please contact the Center for Educational Access for more information about eligibility for support services.

Phone: 479-575-3104

Campus Location: ARKU 209

Web: <http://cea.uark.edu>

If you are eligible for services, CEA will notify me right away of needed accommodations and I will meet with you one-on-one to discuss a success plan for the semester.

X. EMERGENCY PROCEDURES

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD)

- CALL 9-1-1
- AVOID- if possible, self-evacuate to a safe area outside the building. Follow the directions of police officers.
- DENY- Barricade the door with desks, chairs, bookcases, or any items available. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by the police that it is safe to come out.
- DEFEND- Use chairs, desks, cell phones, or whatever is immediately available to distract and /or defend yourself and others from attack.

XI. FINAL CONSIDERATIONS

Above all, I want you to be successful in this class, and I am here to help you. Please communicate with me if you have questions or challenges during our course and let me know what stories I can share or advice I can give as you grow and learn this semester. If you become a teacher someday, you'll learn quickly that there's nothing better than seeing your students succeed, so please know that I am here as your committed champion in all your educational goals.

Class Schedule

Week & Topic	Assignment Due (Assignments due Tues. @ noon*)	Tuesday	Thursday
Week 1: Why Teach? (Course expectations, class norms, <i>I Wish My Teacher Knew</i> , choice boards overview)	Reading & Reflection #1 Due (*Due Thursday 8/22 at noon)	Aug 20	Aug 22
Week 2: What is the Purpose of School? (Historical foundations, landmark cases, purposes of school, public education and you)	Reading & Choice Board #2 Due	Aug 27	Aug 29
Week 3: What Do Teachers Do? (Professional practices & mindsets, growth mindset, core values)	Reading & Choice Board #3 Due	Sep 3	Sep 5
Week 4: What Is Taught? How Do We Teach It? (Curriculum & instruction, lesson planning, mock lessons)	Reading & Choice Board #4 Due	Sep 10	Sep 12
Week 5: What Makes a Positive Classroom Environment? (components of positive classroom environments, implications for teaching and learning)	Reading & Choice Board #5 Due	Sep 17	Sep 19
Week 6: Who Are Our Students? (Academic optimism, student diversity, mindsets for all learners)	Reading & Choice Board #6 Due	Sep 24	Sep 26
Week 7: How Do We Teach All Students? (Diverse learning needs, differentiation; Flex Day)	Critical Article Review #1 Due	Oct 1	Oct 3 Flex Day
Week 8: What Are the Legal, Ethical, and Political Issues in Education? (Teacher ethics, student & teacher rights, political trends in education)	Reading & Choice Board #7 Due	Oct 8	Oct 10
Week 9: Fall Break + Flex Day	Nothing Due	Oct 15 Fall Break	Oct 17 Flex Day
Week 10: All vs. Each: What's the Difference? (Part 1)	Reading & Choice Board #8 Due	Oct 22	Oct 24
Week 11: All vs. Each: What's the Difference? (Part 2)	Critical Article Review #2 Due	Oct 29	Oct 31
Week 12: What Is an Educational Philosophy? (Tenets of educational philosophies; identifying your own philosophy)	Reading & Choice Board #9 Due	Nov 5	Nov 7
Week 13: What Is an Educational Philosophy? (Contextualizing educational philosophies; research and current trends in educational philosophies)	Nothing Due (Philosophy Paper Work Time)	Nov 12	Nov 14
Week 14: What Can a New Teacher Expect? (Family engagement; first-year teaching reflections; why teaching is so hard)	Philosophy Paper Due Reading & Choice Board #10 Due	Nov 19	Nov 21
Week 15: Flex Day + Thanksgiving Break	Nothing Due	Nov 26 Flex Day	Nov 28 Thanksgiving
Week 16: What Can a New Teacher Expect? (Final project workshop; final projects)	Reading & Reflection #10 Due Final Project Due	Dec 3	Dec 5

HDFS 24033: Infant and Toddler Development

Gonzalez-Mena, J., Eyer, E. W. (2021). *Infants, Toddlers, & Caregivers: A Curriculum of Respectful, Responsive Relationship-based Care and Education*. Twelfth Edition.

Policy Note: *You are responsible for the information in all assigned readings even if it is not explicitly covered in class. You are required to read the assigned chapters from the text and other reading materials prior to coming to class*

Course Description and Overview

The experiences from conception to three years lays the foundation for a person life. This course provides students with information about infant and toddler development from conception through toddlerhood with emphasis on physical, emotional, social, language, and cognitive domains. Theoretical and research-based information will be applied to developmentally appropriate practice. Historical and future perspectives will be explored as will the expanding opportunities for professional work with infants and toddlers.

NAEYC Standards for *your* Professional Preparation

I am charged by the National Association for the Education of Young Children, the professional organization for those who plan to work with children from birth to age 8, to prepare professionals who have been trained to meet standards set by the organization. NAEYC is teamed with NCATE, which accredits our College of Education and Health Professions.

NAEYC and NCATE have formulated standards for your preparation. You will need to understand what those standards are. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

Please Note:

The JTCDS is a nut free building. Do not bring items containing nuts in the building. If in doubt, do not bring it in.

Learning Objectives

The outcomes you can expect from this course are given below. Also, you will find the corresponding Learning Standards as prescribed by the National Association for the Education of Young Children

(NAEYC). These are aligned to the teacher competencies as devised by the Arkansas Department of Education (ADE). The competencies are also listed next to each outcome. You will need this list as we progress throughout the course.

The outcomes you can expect from this course are given below. Also, you will find the corresponding Learning Standards as prescribed by both the National Association for the Education of Young Children (NAEYC). These are aligned to the teacher competencies as devised by and the Arkansas Department of Education (ADE), the Council for Exceptional Children (CEC), the Teacher Excellence and Support System (TESS-ATR), and the Arkansas Teaching Standards (ATS). The competencies are also listed next to each outcome.

1. Identify developmental domains (cognitive, language, social, emotional, and motor) while recognizing how these developments are interrelated (NAEYC 1a-1b; ADE 1.1-1.2; CEC 1.0, 1.2; TESS-ATR 1b; ATS 1d-1e, 1g, 3i, 7i, 7n, 8j).
2. Describe the relationship between environment and development in young children. (NAEYC 1b-1c, 2a; ADE 1.3, 1.8, 6.7, 6.9; CEC 1.1, 5.1; TESS-ATR 1b; ATS 1d-1e, 1g, 2j, 3k, 3l, 5s, 7h-7j, 8b, 9e).
3. Describe developmentally appropriate practices as they apply to infants and toddlers, including those with special needs (NAEYC 1a-1c, 2b, 4b, 4d; ADE 1.5, 1.6, 1.8; CEC 1.2, 2.0-2.3, 3.0, 3.3, 5.0-5.4, 5.6; TESS-ATR 1b, 1d, 2a-2c, 3a, 3c; ATS 1b, 1d, 2a-2c, 2f, 3b-3e, 4a-4f, 5c-5e, 5h, 5m-5n, 7a-7c, 7k-7n, 8a, 8c, 8e, 8g-8h, 8k-8l, 8n).
4. Identify developmentally effective approaches and educational goals for children from zero to three years as you observe the routines and activities at the JTCDCS (NAEYC 1a-1b, 3a,4a-4b; ADE 1.8, 4.2, 5.3-5.15; CEC 4.0-4.4, 5.0-5.4, 5.6, 7.3; TESS-ATR 1b,1d,2a-2c,3c; ATS 1d, 1f, 2a2c, 2f-2h, 3b-3e, 3j, 4a-4f, 5c-5e, 5h, 5m-5n, 6g-6h, 7a-7c,7e-7f,7k7m, 8a-8c, 8e-8h,8k-8l,10a-10b,10-10e).
5. Appropriately observe young children in a learning environment as a means of assessing development and learning the rules of confidentiality (NAEYC 3a-3c, 4a, 6a; ADE 4.1-4.3; CEC 4.0- 4.4; TESS-ATR 1b, 1f, 3d; ATS 1a, 1f, 2a-2c, 2f-2h, 6a-6c, 7d, 8b, 9c, 9e, 9h, 10b)
6. Appropriately record observations of young children in a totally objective manner (NAEYC 3a-3c; ADE 4.1-4.3, 6.2, 5.8-5.13; CEC 4.0-4.4; TESS-ATR1f, 3d; ATS 1a, 1f, 6a-6c, 7d, 8b, 9c, 9h, 9j).
7. Recognize positive guidance strategies for use with infants and toddlers (NAEYC 1a-1c, 4a-4d; ADE 1.1-1.3, 2.2, 2.4; CEC 2.0; TESS-ATR 2d; ATS 1b, 3l, 6f, 8a, 8m, 8q, 8s).
8. Prepare a professional portfolio page that showcases the student's learning during the semester (NAEYC 3a-3c; ADE 6.1; CEC 6.4; TESS-ATR 4a; ATS 4j-4n, 6k-6l, 6o, 8p, 9a, 9g, 9l, 10j).
9. Identify and involve yourself with the early childhood field and its ethical code as you prepare weekly reflections (3a-3b, 6a-6b, ADE 6.1-6.2, 6.4, 6.7; CEC 6.0-6.3; TESS-ATR 4a-4c; ATS 1h-1l, 2l-2n, 3n3r, 4o, 4r, 5i, 5k, 6r, 6t-6v, 7e, 7o-q, 8s, 9f, 9i-9j, 9o, 10j, 10l-10m, 10o- 10p).
10. Identify key safety steps appropriate for infants and toddlers (ADE 1.5, 1.7, 1.8, 2.4, 5.7; CEC 2.0; TESS-ATR 2e; ATS 3a, 3k).
11. Discuss the Arkansas Home Visiting Network models for B-K (ADE 5.4; CEC 6.0; ATS 7g, 9a, 10h, 10m).

Expectations for Students

- Come to class on time and prepared.
- Participate in class.
- Meet deadlines.
- Conduct yourself professionally while in the classroom.
- Show respect to others in your class.

Class Policies

Policies for this class are consistent with the University policies as printed in the Student Catalog. This syllabus cannot duplicate the catalog; therefore, students need to familiarize themselves with the policies as published by the University of Arkansas as well as those outlined below specific to this course.

Attendance

Your attendance in class will make the difference between successful performance and failure to perform as well. Everything you need to know to be successful will be available in class or you will be directed to resources in class. If you miss a class, it is your responsibility to get notes from a fellow classmate, not the instructor. There will be information presented during class that is not in your textbook. Any information discussed during the virtual sessions can be on the exams. University policy says “Students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes.” Because it is impossible to duplicate an entire class session just for you, the only way to stay fully informed is to attend class.

According to the University policy, excusable absences are illness of the student, serious illness or death of a member’s immediate family or other family crisis, University-sponsored activities for which attendance is required by virtue of scholarship or participation, and religious observances.

Communication

During the semester, you will be utilizing Blackboard and lecture sessions for announcements, content, and discussions. The best way to reach me is through email. I try to respond to emails in a timely manner. All emails must be sent through the uark.edu email system to dtimby@uark.edu. Please type **HDFS 24033**. I may not respond to emails if **HDFS 24033** is not in the subject line. If you would like to meet with me face-to-face, you are welcome to contact me you are welcome to stop by my office HOEC 7b during office hours or make an appointment.

Professional Behavior

Students are expected to make the same commitment to the course as to a professional position. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment.

Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor. During class carry on side conversations, do other assignments, text, or check email/cell phone messages. Be responsible for yourself. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade.

Academic Dishonesty/Plagiarism

Be honest and ethical in your approach to this class, including the exams you take, the papers you write, and the attendance records you keep. Policy states, *“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs for study and research in an environment that promotes freedom of inquiry and academic responsibility.*

Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

Dishonesty of any kind with respect to examination, course assignments, or alteration of records shall be considered cheating. This includes plagiarism, hiring others to do your work, or cheating in any other form, including making it possible for others to cheat. Any student who helps another student cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty in the Catalog of Studies.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor.

Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my student hours, and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class: Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.

Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.

The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.

Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Use of Generative Artificial Intelligence (AI)

Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

Concealed Handguns

Act 859 prohibits individuals even with requisite certifications and endorsements from carrying a concealed handgun into a public-school K-12, public prekindergarten, or public daycare facility (UA General Council, 2017). This includes the JTCDS. Individuals known to carry a concealed handgun into the Center will be asked to leave immediately and may not re-enter the building until the handgun is safely stored in a locked vehicle in a publicly owned and maintained parking lot.

For more information regarding Guns on Campus and how the Campus Carry legislation impacts UA please visit: https://urldefense.proofpoint.com/v2/url?u=http-3A_www.uasys.edu_wp-2Dcontent_uploads_2017_04_UASYS-2DFAQ.pdf&d=DwIGaQ&c=7ypwAowFJ8v-mw8AB-SdSueVQgSDL4HiiSaLK01W8HA&r=XAp26OaPvWqfF17S8RkZyBXk-z4niim7qk3ITrUp8cA&m=Gf262GMaWsNFIU_gF1JKlfSbu-om4Cr115F6Df9Q6WE&s=gJwT3GiMOcJjM53xhJn-nxBY7sgndyZIFZFeOx3EoJg&e=

https://urldefense.proofpoint.com/v2/url?u=http-3A_www.uasys.edu_wp-2Dcontent_uploads_2017_04_UASYS-2DFAQ.pdf&d=DwIGaQ&c=7ypwAowFJ8v-mw8AB-SdSueVQgSDL4HiiSaLK01W8HA&r=XAp26OaPvWqfF17S8RkZyBXk-z4niim7qk3ITrUp8cA&m=Gf262GMaWsNFIU_gF1JKlfSbu-om4Cr115F6Df9Q6WE&s=gJwT3GiMOcJjM53xhJn-nxBY7sgndyZIFZFeOx3EoJg&e=

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “*Concealed handguns will not be allowed at athletic events or in the Jean Tyson Child Development Study Center, nor will they be allowed to be stored in residence halls.*”

Active Shooter

If there is an active shooter situation, UA guidelines instruct you to trust your instincts to avoid, deny access, and defend. See entire suggestions at http://housing.uarkk.edu/Residential_Facilities/Active_Shooter_Guidelines.php.

Weather

Class may be canceled due to inclement weather – although this is unlikely since this class is online this semester. Listen for announcements on T.V. and radio. Call 575-7000 for an all- university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Student Support

Mental Well-Being

The University of Arkansas recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Counseling & Psychological Services (CAPS) on campus at 575-CAPS (2277). This service is available with varying fee structures for students. More information is also available at <http://health.uark.edu/mental-health/index.php>.

Center for Educational Access

If you are eligible for services through special campus access service, including services for learning disabilities, you need to inform the instructor within the first two weeks of class. The instructor will also receive verification form CEA to initiate services for you. The instructor understands such needs and will do everything possible to accommodate your needs.

Writing Center

For assistance with writing, referencing, APA style, or to have someone diagnose your errors and teach you to correct them, please seek help from The Quality Writing Center: KIMP 316 / 575- 6747 / writcent@uark.edu <http://qwc.uark.edu/>

A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations:

<http://www.uark.edu/academics/academic-support.php>

HDFS 24003: Class Assignments

Turn in all assignments by the due date. All assignments and exams will be completed through Blackboard.

Timeliness of Assignments

Late work will not be accepted.

Remember, it is your responsibility to turn work in on time. If you have Blackboard trouble, contact the people at bbhelp@uark.edu. 479-575-4357

You are responsible for checking Blackboard or with the instructor to make sure the work has been submitted correctly.

Assignments will include:

- Syllabus Quiz (15 pts)
- NAEYC Statement of Ethical Conduct Quiz (15pts)
- Weekly Assignments (75 pts)
- Textbook “Smartbook” Quizzes (10 pts each)
- In-Class Participation/Activities (100 pts)
- Electronic Portfolio Slide (15 pts)
- Two Regular Exams (100 pts each)
- Final Exam (100 pts)

Formatting and Submissions

All written assignments must be double-spaced with 12-point and must be submitted as a **.pdf or docx**, unless specified otherwise. Assignments not submitted correctly will not be graded and you will earn 0 points for the assignment.

You need to make sure your assignments are fully submitted after you upload it. It is your responsibility to make sure your assignment has been successfully submitted. I know you can check. Failure to do so could result in a 0 for the assignment, if it is not submitted correctly by the due date.

Below is how to convert a Pages doc to a Microsoft Word doc on Mac.

Open the Pages doc you'd like to convert.

Click File in the top left corner.

Select Export To Word....

Click Next...in the bottom right corner.

Create a name for your exported doc, and where to save it, click Export. The final letter grade for the course will be figured as follows:

- A 90-100% of possible points
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

All assignments and exams are due using Central Time Zone. Please Be aware of the time zone you are in when the assignments and exams are due.

Syllabus Quiz (15 points)

This quiz will help ensure you read and understand the syllabus. Select “Assignments” on BB to access this quiz. **Due 8/25**

NAEYC Statement of Ethical Conduct Quiz (15 points)

This quiz will help ensure you read and understand the NAEYC Code of Ethical Conduct. **Select “Assignments”** on BB to access this quiz **Due: 8/29**

In-Class Activities/Participation (100 points)

Class will be held each Tuesday and Thursday. During this time, you will be participating in class activities. You will receive points for engaging and participating in the activities. While attendance is taken each class, points may vary.

Weekly Assignments (75 points)

There will be assignments/quizzes, as well as, discussions, and written reflections that require you to reflect upon and provide a personal account of the concepts from the text/lecture. Weekly assignments are located in the weekly folders. These are due on Blackboard and you. Each assignment/quiz is typically due the Sunday following the date it was assigned. There will not be an assignment each week. **Select the “Weekly Lessons” Module.**

Textbook “Smartbook” Quizzes (10 points each)

Smartbook assignments will be required to help ensure you have read and understood the material from the textbook. Each assignment/quiz will be due the Sunday following the date it was assigned. **Select the “Smartbook Quizzes” Folder to access the quizzes.**

Exams (200 points)

Two exams will be given during the semester that assess your learning and application of course material. The exams are formative, not comprehensive. Exam 1 will include all topics addressed since the beginning of the course until the exam. Exam 2 will include all topics covered from the date of exam 1 through current exam.

Exams will only be rescheduled at the discretion of the instructor. You are responsible for ensuring that you do not have flights and travel plans that conflict with course exams! Exams 1 and 2 will be available on Blackboard during class meeting times. 3:30 PM to 4:45 PM. **Select the “Exams” Folder to access the exams.**

Exam 1: Due 9/27 by 4:45 PM

Exam 2: Due: 11/26 by 4:45 PM

Electronic Portfolio Page (15 points)

This electronic portfolio is about you and your learning this semester. This is essential for NCATE/CAEP requirements for teacher licensure. **Select the “Assignments” Folder on BB to access information. Due: 12/5**

Final (100 points)

The final exam for this exam is cumulative. **Select “Exams” Folder to access the final.**

The Final will be available according to the university’s exam schedule. 5/9-3:00PM-5:00PM

Due: 12/10 by 5:00PM

[Final Exam Policy](#)

HDFS 24031L: Infant and Toddler Development Lab

Overview:

The Laboratory sections are scheduled throughout the week. You will observe and interact with infants and toddlers at the Jean Tyson Child Development Study Center (JTCDSC). They are cared for on a full-time basis at the JTCDSC. While in the lab, students will be supervised by faculty members and staff who are dedicated to teaching you as well as the children. Arkansas Child Maltreatment Forms will be completed before observations begin.

Each student will come to lab a total of 1 hour and 50 minutes each week. The lab period is divided into three parts: 1) Observe children; 2) Work with children in the classroom; and 3) Finish your lab assignment. During the first part of the semester, you will observe the classroom as a whole, and the last half of the semester, you will be assigned a specific child to observe. Please note you continue to work with **ALL** the children in the group.

Materials:

- Earbuds/Headphones with auxiliary plug.

Policy Note: You are responsible for the information in all assigned readings even if it is not explicitly covered in class. You are required to read the assigned chapters from the text and other reading materials prior to coming to lab.

Reminder: Nut and nut products are NOT allowed in the center.

Learning Objectives

The outcomes you can expect from this course are given below. Also, you will find the corresponding Learning Standards as prescribed by both the National Association for the Education of Young Children (NAEYC). These are aligned to the teacher competencies as devised by and the Arkansas Department of Education (ADE), the Council for Exceptional Children (CEC), the Teacher Excellence and Support System (TESS-ATR), and the Arkansas Teaching Standards (ATS). The competencies are also listed next to each outcome. You will need this list as we progress through the course.

1. Identify developmental domains (cognitive, language, social, emotional, and motor) while recognizing how these developments are interrelated (NAEYC 1a-1b; ADE 1.1-1.2; CEC 1.0, 1.2; TESS-ATR 1b; ATS 1d- 1e, 1g, 3i, 7i, 7n, 8j).
2. Describe the relationship between environment and development in young children. (NAEYC 1b1c, 2a; ADE 1.3, 1.8, 6.7,6.9; CEC 1.1, 5.1; TESS-ATR 1b; ATS 1d-1e, 1g, 2j, 3k, 3l, 5s, 7h-7j, 8b, 9e).
3. Describe developmentally appropriate practices as they apply to infants and toddlers, including those with special needs (NAEYC 1a-1c, 2b, 4b, 4d; ADE 1.5, 1.6, 1.8; CEC 1.2, 2.0-2.3, 3.0, 3.3, 5.0-5.4, 5.6; TESS-ATR 1b, 1d, 2a-2c, 3a, 3c; ATS 1b, 1d, 2a-2c, 2f, 3b-3e, 4a-4f, 5c-5e, 5h, 5m5n, 7a-7c, 7k-7n, 8a, 8c, 8e, 8g-8h, 8k-8l, 8n).
4. Identify developmentally effective approaches and educational goals for children from zero to three years as you observe the routines and activities at the JTCDS (NAEYC 1a-1b, 3a,4a-4b; ADE 1.8, 4.2; CEC 4.0-4.4, 5.0-5.4, 5.6, 7.3; TESS-ATR 1b,1d,2a-2c,3c; ATS 1d, 1f, 2a2c, 2f-2h, 3b-3e, 3j, 4a-4f, 5c-5e, 5h, 5m-5n, 6g-6h, 7a-7c,7e-7f,7k7m, 8a-8c, 8e-8h,8k-8l,10a-10b,10-10e).
5. Appropriately observe young children in a learning environment as a means of assessing development and learning the rules of confidentiality (NAEYC 3a-3c, 4a, 6a; ADE 4.1-4.3; CEC 4.0- 4.4; TESS-ATR 1b, 1f, 3d; ATS 1a, 1f, 2a-2c, 2f-2h, 6a-6c, 7d, 8b, 9c, 9e, 9h, 10b)
6. Appropriately record observations of young children in a totally objective manner (NAEYC 3a-3c; ADE 4.1-4.3, 6.2; CEC 4.0-4.4; TESS-ATR1f, 3d; ATS 1a, 1f, 6a-6c, 7d, 8b, 9c, 9h, 9j).
7. Recognize positive guidance strategies for use with infants and toddlers (NAEYC 1a-1c, 4a-4d; ADE 1.1-1.3, 2.2, 2.4; CEC 2.0; TESS-ATR 2d; ATS 1b, 3l, 6f, 8a, 8m, 8q, 8s).
8. Prepare a professional portfolio page that showcases the student's learning during the semester (NAEYC 3a-3c; ADE 6.1; CEC 6.4; TESS-ATR 4a; ATS 4j-4n, 6k-6l, 6o, 8p, 9a, 9g, 9l, 10j).
9. Identify and involve yourself with the early childhood field and its ethical code as you prepare weekly reflections (3a-3b, 6a-6b, ADE 6.1-6.3, 6.7; CEC 6.0-6.3; TESS-ATR 4a-4c; ATS 1h-1l, 2l-2n, 3n3r, 4o, 4r, 5i, 5k, 6r, 6t-6v, 7e, 7o-q, 8s, 9f, 9i-9j, 9o, 10j, 10l-10m, 10o- 10p).
10. Identify key safety steps appropriate for infants and toddlers (ADE 1.5, 1.7, 1.8, 2.4,5.7; CEC 2.0; TESS-ATR 2e; ATS 3a, 3k).

HDFS 2401L Course Requirements

1. Come to lab observations on time and prepared.
2. No cell phones in observation rooms or lab classrooms.
3. Meet deadlines.
4. Conduct yourself professionally while in the classroom and its laboratory.
5. Show respect to others in your class.
6. Complete the required lab lessons and submit them to blackboard on time.

Class Policies

Policies for this class are consistent with the University policies as printed in the Student Catalog. This syllabus cannot duplicate the catalog; therefore, students need to familiarize themselves with the policies as published by the University of Arkansas as well as those outlined below specific to this course.

JTCDSC Rules

The JTCDSC is a nut free building. Do not bring items containing nuts in the building. If in doubt, do not bring it in.

Confidentiality

Confidentiality is very important for the sake of the real children and families at the JTCDSC. Do not talk about the children or their behavior outside of **THIS** classroom. Do not speak about children in front of them. Do not contact parents or approach them outside of the Center. This is a very important part of professionalism. Please review the Jean Tyson Development Study Handbook as well NAEYC's Statement of Ethical Conduct (this will be uploaded to Blackboard asap).

Observations at JTCDSC

You will be instructed about the art of observing and documenting before the assignments are due. All observations are to be done at the JTCDSC on Douglas. No other site will be approved. Students are not permitted to have cell phones, laptops, and other mobile devices in the observation rooms.

Students are not allowed to take pictures of the children. This is to protect the children's privacy. Please use the locker in room 123 to stow your personal belongings while you observe.

Bring a good set of earbuds/headphone with auxiliary plug.

Communication

During the semester, you will be utilizing Blackboard for announcements, content, and discussions. Please check it regularly. The best way to reach me is through email. I try to respond to emails in a timely manner. All emails must be sent through the uark.edu email system. Please type HDFS 2401L in the subject line. I may not respond to emails if **HDFS 24001L** is not in the subject line. If you would like to meet with me face-to-face, you are welcome to stop by my office during office hours or setting up an appointment.

Dress code The Jean Tyson Child Development Study Center

Parents at the JTCDSC pay tuition to have their children in a wholesome, professional environment. They and their children expect that everyone there –even students—will adhere to a strict dress code. You should wear jeans, long pants, skirts, or shorts that do not show your intimate areas. Yoga pants may only be worn if your top comes down far enough to cover your

rear even when you stoop over. Necklines should also be modest. You must wear shoes while at the JTCDS. These shoes are comfortable, as you never know when you will be on the playground or taking a walk with the class. Do not wear perfume or other scents while at the center as some children as well as adults have allergies to these. Please refer to the JTCDS handbook for more detailed information about the dress code.

Aprons

You will wear an apron that reads "UA Student." These should always be worn when interacting in the classrooms.

Parking

Parking is in short supply for the parents of the 120 who attend this center. **This means there is NO parking for students.** The parking in the front of the building is for loading and unloading children. If you park in front of the JTCDS you may be ticketed or towed.

Lab Attendance & Professionalism

Students are expected to make the same commitment to the course as to a professional position. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor. Be responsible for yourself. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDS Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. **Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade.**

Do not work on other assignments while in the observation room or in the classroom. **Turn off and put away cell phones.** You can stow your phones in a locker. If you are found working on other assignments or with your cell phone in an observation room or classroom, you will be asked to leave the center. **You will not be able to receive 0 points for attendance for the lab and you will receive a 0 on the lab assignment.** You will not be able to make up the lab. Be responsible for yourself. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDS Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc.

Signing in and Out of Labs

You will use the electronic check-in system at the JTCDS to record your attendance. You are required to keep track of your own lab time. If you do not check-in and or check-out using your thumbprint, your attendance will not be logged, therefore you will not receive credit for the lab time. If you do not sign the sign-in sheet in your assigned classroom your one hour of interacting will not be logged, therefore you will not receive credit for the interaction time **(even if your checked in and out with your thumbprint).** You will be responsible for making up the missed time. **If your sign in does not go through (on Procure) when you sign in, go to the JTCDS Office immediately.** Let one of the administrators know that you cannot sign in. One of the administrators will help you. You need to let me know, as well. **You can forget to sign-in or sign-out one time without having to make up the lab.** If you forget your ID, you might not be

allowed in the building. You must complete 1 hour and 50 minutes each lab. You cannot bank hours.

Professional Behavior

Students are expected to make the same commitment to the course as to a professional position. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor. During class carry on side conversations, do other assignments, text, or check email/cell phone messages. Be responsible for yourself. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSH Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc.

Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade.

Academic Dishonesty/Plagiarism

Be honest and ethical in your approach to this class, including the exams you take, the papers you write, and the attendance records you keep. Policy states, *“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs for study and research in an environment that promotes freedom of inquiry and academic responsibility.*

Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.” Dishonesty of any kind with respect to examination, course assignments, or alteration of records shall be considered cheating. This includes plagiarism, hiring others to do your work, or cheating in any other form, including making it possible for others to cheat. Any student who helps another student cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty in the Catalog of Studies.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor.

Unauthorized recordings may violate federal law, state law, and university policies. Studentmade recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my student hours, and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination. The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class: Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct. Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct. The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct. Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct. Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Concealed Handguns

Act 859 prohibits individuals even with requisite certifications and endorsements from carrying a concealed handgun into a public-school K-12, public prekindergarten, or public daycare facility (UA General Council, 2017). This includes the JTCDS. Individuals known to carry a concealed handgun into the Center will be asked to leave immediately and may not re-enter the building until the handgun is safely stored in a locked vehicle in a publicly owned and maintained parking lot. For more information regarding Guns on Campus and how the Campus Carry legislation impacts UA please visit: https://urldefense.proofpoint.com/v2/url?u=http-3A_www.uasys.edu_wp-2Dcontent_uploads_2017_04_UASYS2DFAQ.pdf&d=DwIGaQ&c=7ypwAowFJ8v-mw8AB-SdSueVQgSDL4HiiSaLK01W8HA&r=XAp26OaPvWqfF17S8RkZyBXk-z4niim7qk3ITrUp8cA&m=Gf262GMaWsNFIU_gF1JKlfSbu-om4Cr115F6Df9Q6WE&s=gJwT3GiMOcJjM53xhJn-nxBY7sgndyZIFZFeOx3EoJg&e=

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “*Concealed handguns will not be allowed at athletic events or in the Jean Tyson Child Development Study Center, nor will they be allowed to be stored in residence halls.*”

Active Shooter If there is an active shooter situation, UA guidelines instruct you to trust your instincts to avoid, deny access, and defend. See entire suggestions at http://housing.uarkk.edu/Residential_Facilities/Active_Shooter_Guidelines.php. **Weather** Class may be canceled due to inclement weather – although this is unlikely since this class is online this semester. Listen for announcements on T.V. and radio. Call 575-7000 for an alluniversity announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Student Support

Mental Health Well-Being

The University of Arkansas recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Counseling & Psychological Services (CAPS) on campus at 575-CAPS (2277). This service is available with varying fee structures for students. More information is also available at <http://health.uark.edu/mental-health/index.php>.

Center for Educational Access

If you are eligible for services through special campus access service, including services for learning disabilities, you need to inform the instructor within the first two weeks of class. The instructor will also receive verification form CEA to initiate services for you. The instructor understands such needs and will do everything possible to accommodate your needs. **Writing**

Center

For assistance with writing, referencing, APA style, or to have someone diagnose your errors and teach you to correct them, please seek help from The Quality Writing Center: KIMP 316 / 575-6747 / writcent@uark.edu <http://qwc.uark.edu/>

A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations: <https://www.uark.edu/academics/academic-support.php>

HDFS 24001L Requirements

Timeliness of Assignments

Late work will not be accepted.

Remember, it is your responsibility to turn work in on time. If you have Blackboard trouble, contact the people at bbhelp@uark.edu. OR 479-575-4357

You are responsible for checking Blackboard or with the instructor to make sure your assignments uploaded correctly.

Assignments will include:

1. Maltreatment Form (10 points)
2. Mandated Reporter Training (10 points)
3. Lab Orientation (10 points)
4. Lab Lessons (15 points each)
5. Lab Attendance (10 points for each lab (face to face labs))
6. Professionalism (40 points)
7. Final (50 points)

Formatting and Submissions

Most written assignments must be double-spaced, with 12-point font and submitted as a .pdf.

You need to make sure your assignments are completed correctly and fully submitted after you upload it. It is your responsibility to make sure your assignment has been successfully submitted. I know you can check. Failure to check, could result in a 0 for the assignment, if not submitted correctly by the due date.

The final letter grade for the course will be figured as follows:

90-100% of possible points

80-89%

70-79%

60-69%

F 59% and below

All assignments and exams are due using Central Time Zone. Please be aware of the time zone you are in when assignments and exams are due.

Evaluation Methods/Learning Activities

Lab Orientation (10 points)

Before attending lab, you are required to complete a lab orientation. Lab orientation will be held Thursday January 25 (6:00pm-7:30pm). If you are unable to attend orientation on January 25, you can attend an orientation during lecture on Tuesday January 30. If you attend lab orientation on January 25, you do not have to come to class on Tuesday, January 30.

If you do not attend either of the lab orientations, you will still have to complete a lab orientation, however you will not receive points. **You are REQUIRED to complete lab orientation before attending lab.**

Maltreatment Form (10 points)

Students in this class are required to fill out a State of Arkansas Child Maltreatment Form as part of the Central Registry Check. This state law is to protect the children at this and every center in the state. Completed forms are to be turned in to me. **You cannot attend lab until the maltreatment form is completed.**

Arkansas Mandated Reporter Training (10 points)

Upon graduating many of you will be working with children. In order to work with children in Arkansas, there are several trainings one must complete and pass beforehand. One of the trainings is the Arkansas Mandated Reporter Training. This is an online training. **You must complete this training before you can lab. If you have already completed the training, you do not have to complete it again, as long as it has not been over a year since the training.** **You are required to submit a .pdf of your training certificate to BB.**

"Act 703 of 2007 (Arkansas Code Annotated § 6-61-133) requires that Arkansas institutions of higher learning provide training in child maltreatment reporting for students enrolled in degrees that are a prerequisite for licensure or certification in a profession under the Child Maltreatment Act. Institutions must submit an assurance to the Arkansas Department of Higher Education that each graduate has received training in:

*-Recognizing the signs and symptoms of child abuse and neglect;
-The legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the Act; -Methods for managing disclosures regarding child victims"*

You will access this assignment through the "Assignments" table on BB. You must complete before attending fact to face lab.

Lab Lessons (15 points each)

Each week you will have to complete a weekly assignment. Lab Assignments will be uploaded to Blackboard prior to each lab. These will be located under the "Weekly Lab Lessons" tab. If the assignment requires a lab form, it is your responsibility to complete the lab assignment on the correct lab form. You will receive a **0** for each lab assignment not completed on the correct form.

• You will receive 0 points if not submitted as .pdf

Lab Attendance (10 points for each lab)

The lab time is divided into three parts (1-hour, 50 minutes total): 1) Observe for 30 minutes; 2) Work in classroom 60 minutes; 3) Complete lab assignment 20 minutes. You will be collecting evidence to complete your lab lesson. Each lab lesson/assignment is worth 10 points. We will discuss observing, writing notes, writing anecdotal notes, and completing personal reflections of the observations before observations begin. Lab forms and assignment will be uploaded to Blackboard prior to lab. It is your responsibility to print the lab assignment and form prior to your lab. You will receive a 0 for each lab assignment not completed on lab forms.

Missed Lab

If you are ill or have another emergency and cannot attend your lab session, you are to notify me **and** your mentor educator through an email prior to missing. **If you do not notify both of us prior to your scheduled lab time, you will have points deducted from your lab professionalism grade.**

Lab sessions can be made up; however, make-up labs must be approved and arranged in advance. If you miss a lab you can make it up within a week from missing. Example: If you are absent from your scheduled Monday lab, you have until the following Monday to make up the lab (attendance and lab assignment). You must schedule make up labs with your mentor educator. If for some reason you cannot make up the lab within the week, you can make up two labs during the last week the semester. You will only be permitted to make up two labs the last week of classes.

Please Note: You cannot make up a lab during your scheduled lab time.

Professionalism (40 points)**Final (50 points)**

This assignment assesses your ability to use observation as a tool to form a developmental portrait of an assigned focus child. More information will follow.

Grades

The final letter grade for the course will be figured as follows: A 90-100% of possible points; B 80-89%; C 70-79%; D 60-69%; and F 59% and below.

HDFS 24303 – Child Development

Course Description and Overview

In this course, we will explore the physical, cognitive, social and emotional development of children, birth through middle childhood. The course begins with an overview of the underlying principles and theories of human development and methods for studying development, and then follows chronologically from prenatal development through middle childhood.

Course Textbook:

REVEL Digital Text: REVEL for Child Development: A Cultural Approach, 3 by Jeffrey Arnett is the digital text you will be using to access assignments throughout the semester. You should already have access to this text through the “First Day Materials” on the left side of the Blackboard page for this course. If you have difficulty accessing the text, please contact Black Board Support or the University of Arkansas Bookstore.

Specific Learning Outcomes for This Course

This is an introductory course in Child Development. My goals in this course are to help you: (1) question and consider your assumptions about child development; (2) reflect on your own childhood and your parents’ parenting styles, and relate your own experience to the material covered in the course; (3) maintain a curious and questioning attitude regarding the theories and research taught in the course, to come to understanding; (4) think about how you might apply the concepts covered in the course to your teaching or other work with children and/or your parenting. The most important point is learning about key concepts in child development, and thinking critically about how you might apply those concepts in your own interactions with children.

As a result of taking this course, you will be able to (Aligned with the Arkansas Department of Education’s (ADE) Competencies for Early Childhood/Special Ed Integrated B-K), Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS)):

1. Identify and provide thoughtful analysis of classic and contemporary theories of human development. (ADE 1.1, 1.2, 1.6, 1.8, 2.1, 6.1, 6.2; ATS 1d, 5i, 10l)
2. Describe the methodologies of developmental science and identify methodological issues in reports of developmental research. (ADE 1.6, 6.1; ATS 6.1, 6g, 6k, 6v)
3. Describe development during each of these time periods: Prenatal, Infancy, Early Childhood, Middle Childhood. (ADE 1.1, 1.2, 1.8; ATS 7c, 10h; ATR 1b)
4. Identify and trace the central issues of developmental science across the age range: factors affecting development, plasticity, continuity/ discontinuity, individual differences. (ADE 1.1, 1.2, 1.6, 1.8; ATS 1d, 1e, 3l, 10m; ATR 1b)
5. Describe development in each of the following four areas across the age range: Physical, Cognitive, Social, Emotional. (ADE 1.1, 1.2, 1.3, 1.8, 2.1; ATS 1d, 1e, 3j, 5m, 7c, 8f, 8j, 8k; ATR 1b)
6. Understand and describe the interaction between biological, social, cultural and

environmental forces influencing children's development. (ADE 1.1, 1.2, 1.3, 1.6, 1.8, 2.1; ATS 1d, 1e, 1f, 3j, 3l, 7i, 8h, 8k, 8m, 10h, 10m, 10o, 10q; CEC 1.1, 2.0, 6.3; ATR 1b)

7. Understand and explain the effects of contexts on development: Physical Environment, Family, Peers, Neighborhood/Community, School, Media, Culture. (ADE 1.1, 1.2, 1.3, 1.6, 1.8, 2.1; ATS 1f, 2m, 3j, 3l, 3r, 7i, 8h, 8k, 8m, 10h, 10m, 10o, 10q; CEC 1.1, 2.0, 6.3; ATR 1b)
8. Describe methods for systematically observing and recording behavior underlying developmental concepts discussed in class. (ADE 1.6, 6.2; ATS 1d, 6a, 6k, 6t, 6v, 9h)

NAEYC Standards for *your* Professional Preparation

I am charged by the National Association for the Education of Young Children, the professional organization for those who plan to work with children from birth to age 8, to prepare professionals who have been trained to meet standards set by the organization. NAEYC is teamed with NCATE, which accredits our College of Education and Health Professions.

NAEYC and NCATE have formulated standards for your preparation. You will need to have an understanding of what those standards are. A detailed discussion is available on the website below. *A summary is given beginning on page 11 of that site.*

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

Course Requirements

- Readings: It is required that you do the readings before class. You must be familiar with the material to engage in class, and to fully benefit from the class time. In addition, keeping up with the readings will reduce your stress level as the exams approach since you will not have to both "catch up" and study.
- Participate in class. This means turning off cell phones and tuning into the class.
- Meet deadlines.
- Conduct yourself professionally while in the classroom and on line.
- Complete every assignment and turn in all work on time.
- Show respect to the others in your class.
- Believe the instructor believes in the students and will do all he can to support their learning.

Expectations and Protocols for Professional Behavior

What I Expect from You:

- *Participation and active engagement with the content.* You must be prepared to discuss content and participate in class as well as in group discussions.
- *An open mind and willingness to learn.* You might have certain expectations of children that may need to be adjusted based on the content and experiences you will gain in this class. Be open to that and embrace it! Change is good! In addition, you will need to open yourself up to a variety of perspectives.

- *Quality of thought and work.* You should challenge yourselves to higher levels of thinking and making sure that the work you submit represents this high level. To aid in this process, you should be asking questions of your peers as well as the instructor to help you understand the material.

What You Can Expect from Me:

- *Dedication to facilitating your learning in any way that I can.* I always seek feedback on ways in which I can structure your learning or provide new experiences that can enhance your learning during the semester. Feel free to make suggestions whenever possible!
- *High standards.* I expect you to produce high quality work, and will provide you with extensive feedback to that end.
- *Timely responses to email.* I am online a good deal and will respond to you as quickly as I can.

Protocols for All Types of Interactions (face-to-face, email, and discussion forums):

- *Be courteous and considerate.* It is important to be honest and to express yourself freely, but remember to be kind and think first. The golden rule applies: Do unto others as you would want them to do unto you.
- Use appropriate language.

Face-to-face Protocol (in class or in group meetings outside of class):

- Do not check e-mail, Facebook, or Twitter during class.
- Do not be late; it disturbs everyone.

Email Protocols:

In this class our official mode of communication is through uark.edu email and Blackboard. Students are responsible for checking their UARK accounts and Blackboard regularly. All communication between student and instructor and between student and student should be respectful and professional.

- *Be as clear as possible.* Online communication in particular lacks the nonverbal cues that fill in much of the meaning during face-to-face communication.
- Sign your e-mail messages (it is often not obvious who the sender is).
- Provide your course number as I teach more than one course.
- Check spelling, grammar, and punctuation as you are judged on the quality of your communications.
- Check your e-mail for announcements.

If you would like to ask me questions by email, please first check if your questions can be answered by reading the syllabus and the class announcements on Blackboard. Based on my experience, most of the questions raised in emails could be answered simply by reading the syllabus and the class announcements on Blackboard.

If you sent me an email 24 hours ago and are still waiting for a reply, please feel free to nudge me by sending me another email.

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to engage students, not just lecture them. This is challenging in a large lecture course like this one. However, whenever possible we will use discussions, interactive activities, simulations, informal surveys, and real-world experience as we seek to understand how children develop. This is a constructivist approach to teaching. In your work with families and children, and as a citizen of the world, you will be called upon to relate to children from diverse backgrounds daily. You will need to be ready to function appropriately, in a way that meets the needs of children of all ages. Responsibility to learn rests squarely upon you.

Course Grading

- **Exams:** There are three in-term exams and a final exam for a total of four exams. Exams are based on class readings, lectures, discussions, and quizzes. See class schedule below for details on which chapters will be covered on each exam. Each exam has 60 multiple choice questions, and each exam will be administered during the regular class time. The final exam is CUMULATIVE. It covers all the material in the course.

We will not have class on exam days. All the four exams can be completed either in person or online. If you plan to complete an exam in person, you need to come to the classroom during class time. Please bring a #2 pencil and a Scantron Form (Version # 4521) to exams. An eraser is also a good idea. If you plan to complete an exam online, you are required to login to Black Board using Respondus and LockDown browser *during class time* to complete the exam. It is recommended that a wired Ethernet connection of at least 10 Mbps be used to avoid issues of lost internet connections.

All four exams in this course are closed book exams, during which you should NOT use notes, textbooks, technology, or other forms of resources.

Your highest three exam scores will be counted toward your grade. If you have completed all three in-term exams and are satisfied with your current grade, you may choose to skip the final exam.

- **Recognizing and Reporting Child Abuse: Training for Mandated Reporters:** All students in HDFS 2433 are required to complete Mandated Reporter Training, which is administered online and takes about an hour or so to complete. Details of how you may complete this requirement will be provided on Blackboard. The certificate you receive for completing this training must be submitted to Blackboard. Submit your certificate to Blackboard.

<https://ar.mandatedreporter.org>

- **REVEL Quizzes:** Make sure to log in to REVEL frequently and regularly check the assignment calendar to ensure that you are keeping up with the weekly quizzes. It is mandatory to complete all REVEL quizzes before 2:00 pm on the due date. Although late submissions will be accepted, note that grades will be reduced by 50%.

All assignments must be turned in to receive a passing grade, regardless of point accumulation.

TOTAL Points will be:

Training for Mandated Reporters & 9 Revel assignments	450 points (45 points/assignment)
Three best exams	1800 points (600 points/exam)
TOTAL	2250 points

At the end of the semester your grade will be assigned based upon where your percentage falls within the following general categories. The final course average will be rounded to the ten thousandths place. For example, a course average of 79.5000% would be rounded to 80% and reported as a B; a course average of 79.4999% would be rounded to 79% and reported as a C.

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below

If you believe your points have been calculated incorrectly, please contact me ASAP. If you need a certain average to stay in school, to graduate, to keep financial aid, to get into graduate or professional school, or just to make your families happy, it is crucial to attend all classes, engage in active studying, and review frequently from the start of the semester.

Course policy

Incomplete Grades

If a student has been absent from class for an extended period of time (due to illness or some other extreme circumstance) a grade of Incomplete ("I") may be assigned, if it is requested prior to the date of final exam. A grade of "I" cannot be assigned to replace an undesirable grade.

Here is the university policy on Incomplete Grades,

“A mark of "I" may be assigned when a legitimate good cause has prevented the student from completing all course requirements, and the work completed is of passing quality. **It is the discretion of the instructor that determines what qualifies as a legitimate good cause.**”

Attendance and participation

You cannot be actively engaged if you are not here. Furthermore, your active engagement means putting away your cell phone and being fully intentional about learning. That attitude will help you do well and help the class be interesting for all. Raise an issue, ask questions, and take part in discussions. I strive to be respectful of others' ideas about child development.

It will be difficult to earn a good grade in this course if you do not attend lectures. In the lectures I elaborate on concepts from the readings, introduce new material, and show videos. Exams will be based on all of this material.

Students are fully responsible for all material presented during their absence, and the instructor will provide opportunities when feasible, for students to make up examinations and other work missed because of an excused absence.

Official written documentation required for excused absences.

For your convenience, the University's attendance policies and requirements for documented excused absences are included below. From:

<https://catalog.uark.edu/undergraduatecatalog/academicregulations/academicregulations.pdf>

“Examples of absences that should be considered excusable include those resulting from: 1) student illness, 2) serious illness or death of a member of the student's immediate family or other family crisis, 3) University sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students' Religious Observances policy below), 5) jury duty or subpoena for a court appearance, and 6) military duty. **The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.**”

Religious Observances

“When students seek to be excused from class for religious reasons, they are expected to provide their instructors with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The Semester Calendar (<http://registrar.uark.edu/academic-dates/academic-semester-calendar>) on the Office of the Registrar's website will inform students of the university calendar of events, including class meeting and final examination dates, so that before they enroll they can take into account their calendar of religious observances. Scheduling should be done with recognition of religious observances where possible. However, faculty members are expected to allow students to make up work scheduled for dates during which they observe the holidays of their religion.”

Please provide the instructor advance notification of absences.

Special Needs

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. This information will be treated as private and confidential. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Assignments and exams

Post your work on Blackboard as soon as it is completed. Turn your work in! You are responsible for checking Blackboard to make sure the work you turn in is there and able to be opened.

For any graded assignment or test, if students do not agree with the grade received, they must make a request for grade discussion within one week after the assignment or test is graded. **Any request made more than one week after the grading date will not be considered, no matter whose oversight.**

If you are faced with turning in late work:

- Discuss your situation with the instructor prior to the due date — then email him as a backup.
- Although the portal will remain open until the end of class, the final grade will be docked as per the criteria outlined in the particular assignment's rubric.

Requests for re-submitting an assignment that has already received a grade will not be considered.

Exam Policy

Each exam can be taken only once, whether taken in person or online. Requests for retaking exams will not be considered.

If you miss an exam:

- Your score on the missed exam is zero.
- Requests for makeup exams will only be considered for excused absences that resulted in a missed exam (i.e., documented illness, extreme personal tragedy, religious holiday, or University activity). To be excused for an absence, you must contact me well in advance of the exam. Please note that absences due to family functions, appointments with healthcare professionals or professors, travel plans, traffic delays, and confusion about exam details will not be considered excused.

Students on excused absences may request for makeup exams (written documentation required for excused absences). The instructor will provide opportunities when feasible, for students to make up exams missed because of an excused absence.

Inclement Weather / Illness

Class will be held as scheduled unless the University closes due to bad weather. Students also have a right to make this call for their own personal safety. If the University or the instructor cancels class for inclement weather, the absence will not be counted as such in your attendance tally. You are encouraged to log-on to the University web page at www.uark.edu and look for a weather announcement and/or listen to local television or radio broadcasts for school closings. If the University is closed or class is canceled, the instructor will also attempt to send an email message to all students via their uark.edu email accounts. However, power outage may make this impossible.

If the University is closed due to weather or illness, students are reminded to keep up with their reading. If closing is extended, the instructor may also post videos, assignments, etc. (if electricity is intact.).

Cell Phones and Electronic Devices

The number one student complaint about rude behavior in the classroom is cell phones ringing, buzzing, and clicking in class. Texting is also distracting to others—and to me. For this reason, avoid use of electronic devices during class. If you wish to use a lap top computer during class, please sit on the back row of students where your screen is less likely to distract others.

Academic Dishonesty / Plagiarism

Be honest and ethical in your approach to this class, including the exams you take, the papers you write, and the attendance records you keep. Policy states, “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

Dishonesty of any kind with respect to examinations, course assignments, or alteration of records shall be considered cheating. This includes plagiarism, hiring others to do your work, or cheating in any other form, including making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty on the Provost’s web page to see how the U of A will be handling cases of suspected dishonesty.

Use of Generative Artificial Intelligence (AI)

The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.

- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the [University of Arkansas' academic integrity policy](#). Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the [Office of Academic Initiatives and Integrity](#).

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, and making use of [Student Success Center](#). If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the [Center for Educational Access](#) with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the [Office of Student Standards and Conduct](#) for potential charges under the [Code of Student Life](#). In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the [University of Arkansas' academic integrity policy](#).

Anti Bias

The instructor will do all within his power to eliminate racism, sexism, and other forms of prejudice in this classroom. If you believe that you have experienced any form of prejudice, please bring it to my attention.

We will be discussing various types of child development, some of which will be different than the upbringing you may have experienced. However, when you work professionally with children, you also work in a professional role with their parents. It is important to do so with respect and appreciation for the circumstances in which parents are functioning. These, too, may be very different for the circumstances you have known in the past. It is important to appreciate that almost all parents want the very best for their children and may be struggling with being unable to provide what you consider “best.”

Open Communication

I value my students and your opinions and encourage you to express your feelings. This is especially important if you feel I have not fairly assigned a grade to your work. If you feel that your work should be reassessed, you must make the request to the instructor by email within one week after the assignment is graded. After that point, I will not reassess work.

Help is Available

In this course, we will discuss many topics, some of which could potentially raise painful personal issues for you. If you are in distress over any topic we discuss in class, I encourage you to contact **Counseling and Psychological Services (CAPS): 575-CAPS (2277), which is free of charge to students.**

For assistance with writing, referencing, APA style, or to have someone diagnose your errors and teach you to correct them, please seek help from The Quality Writing Center: writcent@uark.edu
<https://class.uark.edu/writing-support.php>

Student Support

The Jane B. Gearhart Full Circle Food Pantry is a student-led food assistance program, dedicated to serving students, staff, and faculty at the University of Arkansas with personal support through free non-perishable foods, fresh produce, and personal care items. Full Circle provides accessible food assistance along with volunteer opportunities year-round. For more information, visit <https://service.uark.edu/services/pantry> or email pantry@uark.edu.

Tentative Schedule

The schedule, which begins below, will give you an idea of the experiences this class offers. I stress that we may find it necessary to change a few dates, add another topic, etc. as we move through the course. However, once an exam is scheduled, I strive to honor that date. *Please put exam dates on your calendar now and honor them as you plan your personal schedule. These dates should be your priority. Do not make air reservations, etc. that conflict with these dates.*

Tentative Schedule for the course (Students are responsible for keeping up with changes made to this schedule in class and/or by computer.)

DATE	TOPIC	ASSIGNMENT TO HAVE READY BY CLASS TIME
Aug. 20	Introduction to the course	Course Overview
Aug. 22	Chapter 1: The Field of Child Development	

Aug. 27	Chapter 1: Research Methods	
Aug. 29	Chapter 2: Developmental Theories	Revel assignment 1 (due by 2:00 pm)
Sept. 3	Chapter 2: Developmental Contexts and Questions	
Sept. 5	Chapter 3: Genetic Influence on Development	Revel assignment 2 (due by 2:00 pm)
Sept. 10	Chapter 3: Prenatal Development	
Sept. 12	Chapter 4: Birth and the Newborn I	Mandated Reporter Training (due by 2:00 pm)
Sept. 17	Review for Exam #1	
Sept. 19	Exam 1	Chapter 1 - 3
Sept. 24	Chapter 4: Birth and the Newborn II	
Sept. 26	Chapter 5: Physical and Cognitive Development in Infancy I	Revel assignment 3 (due by 2:00 pm)
Oct. 1	Chapter 5: Physical and Cognitive Development in Infancy II	
Oct. 3	Chapter 5: The Beginning of Language	Revel assignment 4 (due by 2:00 pm)
Oct. 8	Chapter 5: Social and Emotional Development in Infancy	
Oct. 10	Chapter 6: Physical and Cognitive Dev. in Toddlerhood	Revel assignment 5 (due by 2:00 pm)
Oct. 15	<i>NO CLASS FALL BREAK</i>	

Oct. 17	Chapter 6: Language Development in Toddlerhood	Revel assignment 6 (due by 2:00 pm)
Oct. 22	Review for Exam 2	
Oct. 24	Exam 2	Chapters 4-5 and part of Chapter 6
Oct. 29	Chapter 6: Social and Emotional Development in Toddlerhood	
Oct. 31	Chapter 7: Physical and Cognitive Development in Early Childhood	Revel assignment 7 (due by 2:00 pm)
Nov. 5	Chapter 7: Context of Development in Early Childhood	
Nov. 7	Chapter 7: Social and Emotional Development in Early Childhood	Revel assignment 8 (due by 2:00 pm)
Nov. 12	Chapter 8: Physical and Cognitive Development in Middle Childhood I	
Nov. 14	Chapter 8: Physical and Cognitive Development in Middle Childhood II	Revel assignment 9 (due by 2:00 pm)
Nov. 19	Chapter 8: Cognitive Development and Education in Middle Childhood	
Nov. 21	Review for Exam 3	
Nov. 26	Catch-up day	
Nov. 28	<i>NO CLASS THANKSGIVING</i>	
Dec. 3	Exam 3	Chapters 6-8
Dec. 5	Review for the final exam	

12:45 PM to 2:45 PM, December 12, 2024

C O U R S E S Y L L A B U S

COURSE LOCATION/TIME:

- Class Meeting Times: 10:45 – 11:35 AM (see schedule for meeting= dates)
- Class Location: Old Main Giffels (0201)
- Course Companion Technology:
 - Blackboard: <https://learn.uark.edu>
 - McGraw Hill Connect (via Blackboard)

COURSE INSTRUCTOR/CONTACT INFORMATION:

- Dr. Amanda Terrell, Associate Professor of Human Development & Family Science
- **Email:** AmandaT@uark.edu **Office:** 215 HOEC (top floor)
- Office Hours: Mondays and Wednesdays 12-1 and By Appointment

SAFETY GUIDELINES: <https://health.uark.edu/coronavirus/index.php> You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations.

COURSE COMMUNICATION: Email is the BEST way to reach me. If you choose to send an email, it must be sent through the uark.edu email system (faculty will not respond to course-related emails from email addresses other than your password-protected UARK email). To ensure your email is routed correctly, **students MUST list HDFS 2413 in the subject line**, the email should be addressed to the instructor (Dr. Terrell) and should be signed with your full name. We all send emails from mobile devices these days, so I understand messages can be short and direct; however, always be sure to include a greeting and closing with your name (please never message me while you are driving!). Due to the large volume of emails received, FYI-only type emails typically do not receive a response; thus, please make sure you clearly state a question or request so that I may respond appropriately. Emails during the last two weeks of the course requesting extra credit opportunities will not be addressed.

IMPORTANT DATES: It is the responsibility of each student to determine that they are appropriately enrolled in this course prior to the university add/drop deadline. The add/drop policies of the University of Arkansas are strictly enforced. Thus, requests to add or drop classes are not considered after the official dates as determined by the University (visit registrar for dates: <https://registrar.uark.edu/academic-dates/academic-semester-calendar/spring-2024-january-intersession-2024.php>).

COURSE DESCRIPTION: Courtship, marriage, and parenthood in the United States, with attention to cultural and psychological factors which affect relations among family members.

STUDENT LEARNING OBJECTIVES: By the end of this course and with a passing grade, students will be able to:

- ✓ Identify and describe families and their development, including what makes strong families. (UA CORE LO: 3.3.a; ADE 2.1, 2.3, 4.4)
- ✓ Understand the social context of intimate relationships and families in society, including historical contexts of diverse relationships. (UA CORE LO: 3.3.a, 3.3.d, 4.2.a; ADE 5.3, 5.25)
- ✓ Identify and describe the role that gender, communication, and economics have in functional and diverse individual, friendship and romantic, and family systems. (UA CORE LO: 4.2.b; ADE 1.3, 1.6, 1.8)
- ✓ Understand diversity of family forms and structures present in contemporary world culture. (UA CORE LO: 4.1.b, 4.1.c, 4.1.e; ADE 2.1, 2.3,)
- ✓ Explain the challenges and strengths of diverse family forms within our world culture. (UA CORE LO: 4.1.a, 4.1.c, 4.1.e; ADE 4.4)
- ✓ Explain family challenges and strengths, including family stress and coping mechanisms, from theoretical and applied perspectives, and link with family life education programming. (UA CORE LO: 3.3.c, 3.3.e, 4.2.e; ADE 4.4, 6.1)
- ✓ Identify and explain role of media and technology in the functioning of individuals and families. (UA CORE LO: 3.3.a)

REQUIRED TEXTBOOK, READINGS/MATERIALS: You should have “First Day Inclusive Access – this means you can click on any Connect reading assignment to access the book!

- Olsen, D., DeFrain, J., & Skogrand, L. (2010). (10th Ed.) Marriages and families: Intimacy, diversity, and strengths. New York: McGraw-Hill (**All you need is the Connect e-book access code – you do not need the actual hardcopy text**) **You must have access to Connect as that is how you will complete course assignments and exams. **If you choose to purchase the course textbook from any source other than the campus bookstore, you will still need to purchase a Connect access code***
- Other required readings and resources will be provided via Blackboard (see schedule)

REQUIRED TECHNOLOGY:

We will use Blackboard and McGraw-Hill Connect in this class. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. Be sure to take screenshots/keep copies of work submitted in case of technical issues. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot. Other minimum technology standards for remote course participation: *All students in Remote and Hybrid Courses must have a device (laptop, desktop or tablet – not Chromebook) that:*

- uses (at minimum) Windows 10, MacOS 10.12 or iOS 11
- has a 5th generation or later processor (I-3 or better) 2.1 GHz or better
- 8 Gigabytes of RAM
- 64 Gigabytes of internal storage and 256 Gigabytes of total storage (cloud based or internal storage)
- Wi-Fi connectivity using 802.11 ac or later standard
- an internal or external webcam that supports both video and audio
- A browser supported by Blackboard, can run Respondus Monitor and Respondus LockDown Browser
- Access to a reliable internet connection that provides a minimum of 10 Mbps internet speed for both upload and download.

COURSE REQUIREMENTS:

The purpose of assignments in this course is to help students learn key facts about diverse relationship and family development within various social contexts. I expect you to participate fully, because what you get out

of this course will depend on how much you put into it. Be sure to complete all reading assignments and be prepared for class. In addition to regular text and internet readings, students will be asked to complete various assignments; the major ones are described below:

Participation (140 points; 25% of final grade)

Documentary Reflections (5 @ 16pts = 80pts): This course utilizes documentaries and other films to bring course concepts “to life” and assess your engagement with course material. Thus, you are assigned to watch different documentaries on weekly topics throughout the semester (see course schedule). These films are available for free through the UA Library and/or accessible through most popular streaming services. Please note that films may include a variety of topics that students may find uncomfortable. Students can view documentary descriptions on Kanopy in advance of the due date and are always welcome to express any concerns about watching the films to the instructor. Links to documentaries are provided on Blackboard. If a student is unable access a documentary, they should contact the professor before the scheduled documentary date to arrange an alternative format/film.

After watching each documentary, students will submit their reflection essay to the instructor using the link in Blackboard. Reflections should be 100-500 words in length. A specific prompt is provided for each documentary. Reflections will be reviewed by the instructor and/or course teaching assistant for documentary participation points. Do not include sensitive personal information in your reflections. Instead, if you need to communicate a concern or experience with the instructor, email them or talk with them directly. Late reflections will only be accepted on a case-by-case basis and only if students email the instructor prior to the due date/time. Requests to submit a later or alternative reflection after the due date/time has passed must be submitted with documentation of extenuating circumstances. Missed reflections due to students forgetting to complete the assignment will not receive credit.

In-Class Participation Quizzes (unannounced and undetermined number, 60pts): Throughout the course, the instructor will gauge participation through an undetermined number of in-class quizzes. The quiz question may be an open response/opinion question, a question about a concept learned in class that day, a secret word (announced in class), or some other type of question that can only be answered if you attended class that day. Participation quizzes may only be available to students who miss class with a documented and pre-approved/excused absence.

Connect Chapter Assignments (12 assignments @ 10pts = 120pts = 21% of final grade)

You will use McGraw Hill Connect (i.e., SmartBook) to complete your reading checkpoints WITHIN our Blackboard course. Links to your weekly Connect assignments are posted in Blackboard. The program will ask questions I have assigned about the weekly reading(s). Not only will these reading checkpoints prepare you for class and exams, but Connect will also help you stay organized, focus more, practice for exams, track your performance, save time studying, and score higher in the class. You should have “First Day Inclusive Access” to your textbook automatically. All you need to do to access the book is click on any of the weekly assignments. From there, you can choose to complete an assignment or read the book.

You’ll be prompted to either log in with an existing Connect account username and password, or to create a new account with your purchased access code. Make sure you register for Connect using the SAME first and last name and email as the University of Arkansas uses for you!

If you have trouble registering or accessing Connect, please contact McGraw-Hill's Customer Support for the fastest help. Live chat, email, and phone support are available almost every hour of the day.

Website: www.mhhe.com/support | **Phone:** (800) 331-5094 Hours (EST)

Sunday: 12PM - 12AM, Monday - Thursday: 24 hours, Friday: 12AM - 9PM Saturday: 10AM - 8PM

Computer system requirements: <http://connect.mheducation.com/connect/troubleshoot.do>

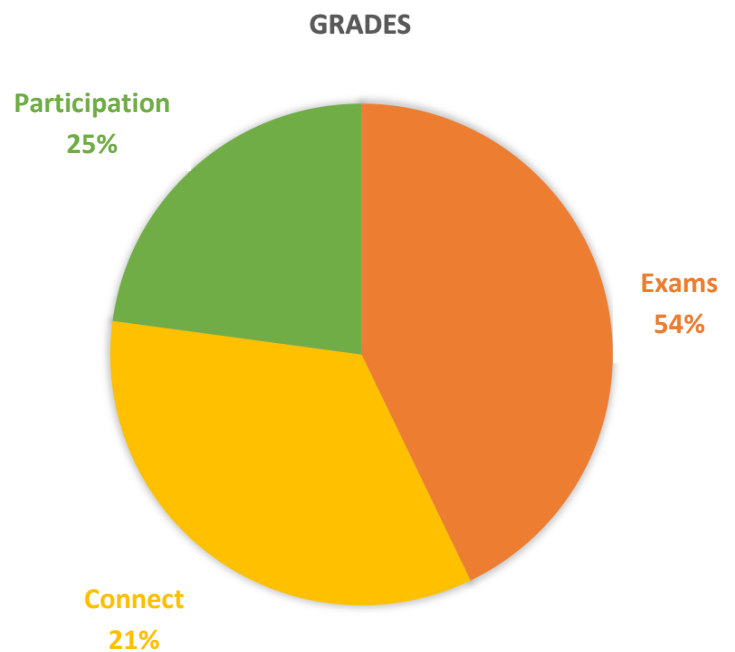
Exams (3 @ 100 points; 300 points total; 54% of final grade)

Three exams will be administered via Connect/Blackboard during the semester to assess your reading, learning, and application of course material. The exams will be formative/not comprehensive and will draw items from the course textbook and class lectures. Class presentations may parallel that week's textbook chapter OR may add more depth to a specific important topic OR may cover an additional important topic that was not sufficiently reviewed in the textbook. Thus, accessing presentations is not a substitute for reading the textbook AND reading the textbook is not a substitute for accessing class presentations. The best practice to succeed on exams is to read the textbook and required readings AND attend class/view presentations! Exam 1 will include all topics addressed since the beginning of the course. Exams 2-3 will include all topics covered from the date of the previous exam through current exam. Exam items will be randomized across students (meaning all exams will cover the same content but might use a unique mixture of exam questions for each student). Exam 3 is the final exam in the course. Exams should be completed on the day they are assigned in the course schedule. There is a 10-day window for late Exams 1 & 2 and late submissions will be automatically penalized 10% per day late. No exams will be accepted after the penalty window closes and there is no late window for the final exam (Exam 3).

NOTE: The notes you take in class AND your Connect assignments ARE your study guides!

EVALUATION CRITERIA

• Exams	300 pts (54%)
• Connect Assignments	120 pts (21%)
• Participation	140 pts (25%)
TOTAL	560 points possible



At the end of the semester your grade will be assigned based upon where your percentage of points earned falls within the following general categories:

A = 90-100% B = 80-89% C = 70-79%
 D = 60-69% F = 59% and below

COURSE POLICIES

Class Participation

Attendance and class participation are required because experience (and research) says active engagement in this class will help you learn. You cannot be actively engaged if you are not there. Please plan to attend live class sessions and regularly access course content. In this class, participation is measured via documentary film reaction videos that link what you see in each film with course lecture and reading concepts using instructor-provided posts. Participation is also assessed via an undetermined number of unannounced in-class quizzes.

Late Work

It is your responsibility to turn work in on time on Blackboard/Connect. It is in your best interest to “keep receipts” of all work submitted (email confirmations, screenshots, etc.) in the event there are technology failures. If you have technology trouble, work with the kind folks at bbhelp@uark.edu or contact the Connect helpdesk (information listed earlier in syllabus). Work submitted past the final due date will not receive a grade except in unique and documented extenuating situations.

If you are faced with turning in late work or missing an exam for medical or other pre-approved reasons:

- Discuss your situation with the instructor **prior to the due date**—email them as a record.
- You are responsible for checking Blackboard/Connect to make sure the work you turn in is there and able to be opened before the due date/time. You should save (screenshot) ALL submission confirmation notifications. If you do not receive a submission confirmation, assume your work was NOT submitted/received!
- Beyond the 10-day penalty window, makeup exams will only be scheduled at the discretion of the instructor. The only acceptable excuse for missing an exam without prior notification is a documented medical or other emergency. There are no exceptions to this rule. **Forgotten exams will not have a makeup opportunity so plan accordingly!**
- Participation activities cannot be made up without documented extenuating circumstances approved by the instructor.

Open Communication

I value my students and your opinions and encourage you to express your feelings. This is especially important if you feel I have not fairly assigned a grade to your work. If you feel that your work should be reassessed, you must call it to my attention within **one week** after the assignment grade is posted. After that point, I will not reassess work.

Course Conduct

In this course, we will discuss many topics, some of which could raise painful or important personal issues for you. If you are in some way distressed by any topic we discuss in class and would like to talk with someone, I encourage you to contact counseling services. Because of the variety and nature of topics we will cover, I can't guarantee that our class is a “safe space”. However, it is my desire to have it be so. Share at your own level of comfort. Per the course schedule, we will specifically read, discuss, and view content related to gender, economic hardship, and sexual assault. If these issues are otherwise personal to you, please do whatever you need to do prior to completing readings or coming to class so that you are prepared for content that could be upsetting. Please do not hesitate to request support if you have concerns or negative reactions to any course content.

General Classroom Guidelines:

- **Withholding:** Do not feel obligated to reveal your own experiences. Reveal only what is comfortable for you to have others in class know. Please be aware that even if you are comfortable sharing something, it could be traumatizing to others. Thus, please keep your in-class sharing below clinical levels. Outside of

class, I am happy to provide individual opportunities to process course content and additional resources to help address difficult personal experiences.

- **Confidentiality:** Any revelations made in class should not be shared with others in an identifiable way. Please understand that privacy should not be assumed and share or withhold accordingly.
- **Respect:** We will respect each other even if we disagree or do not share perspectives. You might encounter information/perspectives from others or course content that you disagree with or find unsettling. This is perfectly fine as long as you maintain professional and respectful behavior.
- **Manage your Anger:** Disagreements should be handled through constructive, professional dialogue. It's easy to get angry with those who disagree with us. Try to keep your comments constructive and professional. I promise to do the same. *Hint:* Stop – Think – Speak
- **Hope and Advocacy:** It is easy to become overly focused on the risks families face as well as our negative experiences and memories. Keep in mind researchers and advocates continue furthering strengths-based, resilience-focused educational approaches and that past adverse experiences do not dictate future poor outcomes.

STUDENT SUPPORT

Mental Well-Being

The staff of Counseling and Psychological Services (CAPS) works with members of the University to help solve problems, understand themselves, grow personally, develop more satisfying relationships with friends and family and help with other mental health issues. Services are provided by licensed psychologists, counselors, and social workers. Call 479-575-5276 to make an appointment, or visit their [website](#). 24-hour emergency service available, Call (479) 575-5276.

Accommodation Needs

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

Full Circle Pantry

The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email pantry@uark.edu to set up an alternate time. For more information visit fullcircle.uark.edu or email pantry2@uark.edu

Academic Integrity / Plagiarism

Be honest and ethical in your approach to this class, including the exams you take, the papers you write, and the attendance records you keep. Policy states, “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.” Dishonesty of any kind with respect to examinations, course assignments, attendance, or alteration of records shall be considered

cheating. This includes plagiarism, hiring others to do your work, or cheating in any other form, including making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty on the provost's site to see how the U of A will be handling cases of suspected dishonesty.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Note, PowerPoint, Lecture Selling or Distributing

There are companies that will try to lure you into selling the notes you take in this class, or my PowerPoint lectures. Don't let these companies take advantage of you. Selling my class notes or PowerPoint lectures to any commercial or AI service I will consider a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. In addition, any images/recordings from class must have pre-approval and may not be distributed anywhere outside of class (e.g., social media, streaming service, etc.) or it will be considered an intellectual property violation. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Attendance Dishonesty

Attendance dishonesty is considered a serious offense in this class and qualifies as "Falsification of attendance and/or participation" records by the University of Arkansas, which is a Level One Violation with .5 sanction points for each violation. Any student found to be marking an absent student as "present" in any way OR giving false information to excuse their absence will reported for academic dishonesty to the university and are at risk of receiving a failing attendance grade or failing the course (i.e., XF grade). If you are unable to participate for any reason, it is better to communicate with the instructor and possibly lose a few points than to be dishonest and potentially receive serious sanctions.

Inclement Weather/Illness Policy

Class will be held unless the University closes for bad weather or the instructor is unable to commute or connect virtually. You are encouraged to log-on to the University web page at <http://safety.uark.edu/inclement-weather/> for announcements or listen to local broadcasts for school closings. If the University is closed or class is canceled, the instructor will also attempt to send an email message to all students via their uark.edu email accounts. However, power outage may make this impossible. If campus is closed due to weather or illness, students should keep up with their reading.

Emergency Preparedness

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>. The University of Arkansas has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up, visit their [website](#). See also: [Emergency Procedures](#).

Violence/Active Shooter (CADD)

CALL: 9-1-1 ~ **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers. ~

DENY: Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe. ~

DEFEND: Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Anti-Bias Statement

The instructor will do all within their power to eliminate racism, sexism, and other forms of prejudice in this classroom. If you believe you have experienced a form of prejudice, please bring it to my attention.

HDFS 24703 / 24701L – Child Guidance

Spring 2023

MWF 12:55 - 1:45 p.m.

Instructor: Laura Herold, Ph.D.

Clinical Assistant Professor of Human Development & Family Sciences

Office: 16A, Human Environmental Science Building

Office Phone: 575-5162

Email: lkherold@uark.edu ([This is the best way to reach me, especially since I will be social distancing](#))

Student hours: T/Th 3-4 and by appointment. Do not hesitate to contact me!

Course Description

Introduction to the guidance system. Focus on discipline techniques that are positive and age/stage appropriate for children ages 3-8. Lecture 3 hours per week plus 1-hour demonstration. Corequisite: HESC 24701L.

Prerequisite: HESC 24303.

Course Overview

This course has two components: a lecture/discussion/activity period and a concurrent laboratory period. It is designed to give students an opportunity to observe and come to understand the behavior of children from birth to five years of age. It is taught using a constructivist approach. Understanding how to guide children's behavior is a crucial part of being able to teach or parent. This understanding is basic to teaching or working with young children age birth to eight. In addition, this course will assist those who plan to take the Praxis Exam for teacher licensure.

Prerequisite

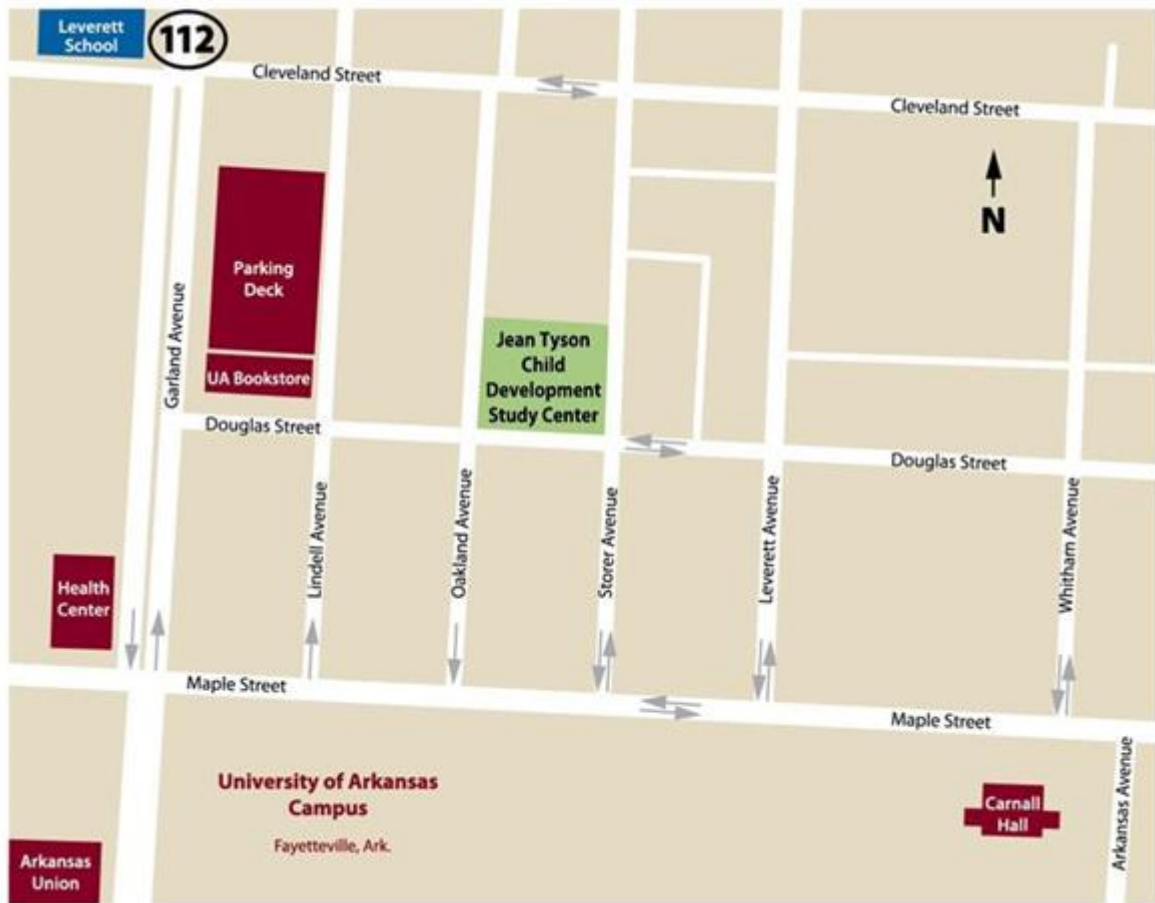
HDFS 24303 Child Development

Course Textbook

Marian, M. (2018). *Guidance of young children, 10th edition*. Upper Saddle River, NJ: Merrill/Pearson.

Lab

Students will spend 1 hour 45 minutes in lab each week, in addition to the time spent in class. The UA Jean Tyson Child Development Study Center (UA JTCDSC) is located at 924 West Douglas Street. Dr. Shelley McNally serves as Executive Director for Educational Programs (575-6288, smcnally@uark.edu).



Course Objectives (Aligned with the Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K), Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS))

By the end of this course and with a passing grade, students will be able to:

- State typical behaviors for young children according to their ages and development. (ADE 1.1, 1.2, 1.8; ATS 1d, 1f, 1h, 2a, 2c, 4d, 4e, 4k, 4n, 4r, 5m, 5r, 6o, 6t, 7c, 7i, 7j, 8f, 8j, 8k; CEC 7.1; TESS-ATR 1b)
- Categorize temperament traits and other rationales for various behaviors of birth through eight, including children with special needs. (ADE 1.1, 1.2, 1.4, 1.7, 1.8; ATS 1d, 1e, 1h, 1i, 2h, 6a, 6f, 6o, 6t, 7i, 7j; CEC 7.1; TESS-ATR 1b)
- Plan appropriate child-centered classroom environments to support children birth through eight including children with special needs. (ADE 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4; ATS 1a, 1b, 1d, 1e, 1f, 1h, 1i, 2a, 2b, 2c, 2h, 3d, 3e, 3k, 3o, 3p, 4r, 5r, 5s, 8m; CEC 1.0, 2.0, 2.1; TESS-ATR 1b)
- Provide examples of family involvement opportunities that build relationships between program and families. (ADE 1.8, 4.4, 5.3; ATS 1e, 1k, 2f, 2g, 2h, 2k, 3a, 3n, 3q, 4i, 5e, 7e, 7k, 7m, 7n, 7o, 8c, 8m, 9d, 9e, 10d, 10e, 10m, 10n, 10q; CEC 7.1, 7.3; TESS-ATR 1d, 2b, 2c, 2d, 2e, 4c)

- Analyze purposes and types of objective observation used in the early childhood setting, birth through eight, including children with special needs. (ADE 1.7, 4.2, 4.3; ATS 1a, 1j, 3r, 4n, 6a, 6b, 6g, 6h, 6i, 6k, 6r, 6t, 6v, 7d, 7j, 7k, 8b, 10h; CEC 4.0, 4.1, 4.2, 4.3; CEC 7.1; TESS-ATR 1f)
- Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through eight, including children with special needs (ADE 1.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7; ATS 1a, 1f, 1j, 2b, 2h, 3r, 4n, 4r, 6a, 6b, 6c, 6e, 6f, 6g, 6h, 6i, 6k, 6l, 6m, 6n, 6o, 6r, 6t, 6u, 6v, 7d, 7k, 7l, 8b, 8f, 8p, 9c, 9h, 10h; CEC 4.0, 4.1, 4.2, 4.3, 4.4, 5.0; TESS-ATR 1f, 3d, 4b)
- Evaluate different behaviors of children birth through eight, including children with special needs (ADE 1.1, 1.2, 1.7, 4.2, 4.3, 4.5, 4.7, 5.1; ATS 1a, 1d, 1e, 1f, 1i, 1j, 2b, 2h, 3n, 4d, 4e, 4k, 4n, 4r, 6a, 6c, 6e, 6f, 6o, 6t, 7b, 7c, 7j, 7n, 7p, 8a, 8b, 8l, 8p, 8s, 9c, 9h; CEC 1.2; CEC 4.0, 4.1, 4.2, 4.3, 4.4; TESS-ATR 1f, 2d, 3d)
- Interact positively with children, birth through eight including those with special needs. (ADE 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3, 4.9; ATS 1b, 1i, 1j, 2a, 2b, 2n, 3a, 3c, 3e, 3f, 3k, 3n, 3o, 3p, 3q, 3r, 5e, 6d, 6m, 6n, 6s, 8a, 8c, 8d, 8m, 8s; CEC 1.2, 2.0, 2.1; TESS-ATR 2a, 3a)
- Apply guidance principles and the use of developmental check lists to monitor child readiness and engagement in all content areas for children birth through eight, including children with special needs. (ADE 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 5.5, 5.6, 5.7; ATS 1a, 1b, 1d, 1f, 1h, 1i, 1j, 2a, 2b, 2c, 2h, 3e, 3i, 3j, 3k, 3n, 3p, 3r, 4a, 4b, 4c, 4e, 4h, 4k, 4l, 4r, 5b, 5d, 5e, 5i, 5r, 5s, 6c, 6e, 6r, 6s, 6t, 7a, 7b, 7c, 7g, 7h, 7j, 7k, 8m, 8p; CEC 3.2, 5.0, 5.1; TESS-ATR 3a, 3b, 3c, 3d, 4b)
- Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children birth through eight including children with special needs (ADE 5.5, 5.6, 5.7 6.7; ATS 1a, 1b, 1d, 1h, 1i, 1j, 2a, 2b, 2c, 2h, 2l, 3c, 3e, 3f, 3i, 3j, 3k, 3m, 3p, 4a, 4b, 4c, 4d, 4e, 4g, 4h, 4k, 4l, 4o, 4r, 5b, 5c, 5d, 5h, 5j, 5m, 5o, 5r, 5s, 6d, 6g, 6l, 6r, 7a, 7b, 7d, 7g, 7j, 7k, 7l, 7n, 7p, 7q, 8a, 8e, 8f, 8h, 8k, 8l, 8m, 8r, 8s, 9c, 9h, 10a, 10o; CEC 1.0, 2.1, 3.0, 3.2, 4.4, 5.0, 5.1, 5.6; TESS-ATR 3a, 3b, 3d, 4a)
- Identify with the profession and its ethical code (ADE 5.5, 5.6, 5.7, 6.1, 6.2, 6.5, 6.7, 6.9, 6.10, 6.11; ATS 1k, 3r, 4n, 5k, 6b, 6o, 6v, 7o, 9f, 9j, 9o; CEC 6.0, 6.1, 6.2; TESS-ATR 4d, 4e).
- Integrate reflective and critical perspectives on early education practices (ADE 6.4, 6.5, 6.7, 6.9; ATS 7f, 7l, 8p, 9c, 9d, 9e, 9g, 9h, 9i, 9l, 10a, 10i, 10t; CEC 6.2; TESS-ATR 4a).

NAEYC Standards for *your* Professional Preparation

I am charged by the National Association for the Education of Young Children, the professional organization for those who plan to work with children from birth to age 8, to prepare professionals who have been trained to meet standards set by the organization. NAEYC is teamed with NCATE, which accredits our College of Education and Health Professions.

NAEYC and NCATE have formulated standards for your preparation. You will need to have an understanding of what those standards are. A detailed discussion is available on the website below. *A summary is given beginning on page 11 of that site.*

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real-world experience as we seek to understand parenting and family dynamics in contemporary family systems in the United States today. This is a constructivist approach to teaching. In your work with families and children, you will be called upon, again and again, to relate to families which come in a variety of forms and deal with a variety of issues. Rote learning of facts will do you little good. Rather, you will need to be ready to function appropriately, in a way that meets the needs of clients of all ages. Responsibility to learn rests squarely upon you.

Policies

Face Coverings on Campus

You may choose to wear a mask while in class for your protection and for the protection of those around you.

Academic honesty

“Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments, actions, and attendance in class and lab. The instructor will forward any academic integrity infractions to the Academic Integrity Monitor. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see me if you are unsure about what constitutes academic dishonesty. (See Unauthorized Use of Technology for a Quiz or Examination below).

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Course Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Due dates

Due dates given on the attached schedule and/or specified in blackboard are to be respected. Late work will be collected with sufficient documentation that supports the late work and at the instructor's discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

Equal and respectful treatment

The University faculty, administration, and staff are committed to providing an equal education opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted upon this campus.

Expectations

- Log in to the course in Blackboard to check for class materials and announcements. Check university email for course communications daily.
- Attend scheduled class sessions, arriving on time and leaving at the end of the class session.
- Participate in video/real time lessons and synchronous/asynchronous activities.
- In the instance of zoom live sessions, use your video camera if you are comfortable and able to do so. Dress appropriately for video, and ensure backgrounds are appropriate. If possible, use a headset with a built-in microphone rather than your computer's speakers and microphone to reduce echo and extraneous noise. Make sure you are in a quiet location and mute your microphone when not speaking.
- Try to get to know others. Introduce yourself to classmates and refer to them by name. Listen respectfully and do not interrupt or engage in private conversations while others are speaking. Be patient and supportive of classmates.
- Actively take notes.
- Analyze all graded quizzes, exam, and other instructor feedback to develop a plan for improvement.
- Complete weekly assignments and work on long-term projects as assigned.
- Communicate regularly with the instructor, particularly if you are experiencing issues.
- Inform the instructor immediately if you become unable to attend class.
- Interact appropriately as is required in face-to-face (in person) courses and follow the Code of Student Life.
- It is expected that each student will be responsible for reading the assignments before class. We will be discussing the readings as well as other material. There will also be engaging activities that will apply the information from the text and class lectures. You will have time to think and to be an active learner. When students are not prepared for class, we cannot have discussion or effective, interactive learning.
- You are required to complete the work for lab each week and complete all course assignments.

Professional behavior

Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally during remote meetings throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in

a professional manner. Respect yourself, UA property and facilities, fellow students, and the instructor. *During our meetings do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself.

Recording of Class Lectures

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.
- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

Weather

Class may be canceled due to inclement weather – although this is unlikely since this class is online this semester. Listen for announcements on T.V. and radio. Call 575-7000 for an all-university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Assignments

All assignments must be turned in to receive an A in these classes. *Even if your points add up to an A average, you will not receive an A unless all assignments are submitted.* This is because the work is carefully planned to build mastery and understanding. The following are assignments with established deadlines:

Lab Assignments

1. **Positive Guidance Journal Entries** – At two points in the semester, you will be required to submit a one to two page journal entry on your learning about classroom guidance and observation. Please see Blackboard for detailed instructions for completing the Child Description Form. **(20 points each, for a total of 40 points)**
2. **Child Description (25 points)** – See Blackboard for information on this assignment
3. **Observations** – You will submit your observations on the form provided each week at lab. **(20 points each, for a total of 180 points)**

Guidelines:

- Complete weekly observations using the videos provided each week. Be objective and detailed.
- Use **ONLY** the **lab Observation form**. Follow the guidelines as directed on the form. Submit Observations by Sunday at 11:59 pm.
- Highlight any questions in your observation sheet if you would like me to comment.
- Most observation periods will net about 3 pages of notes, with a **minimum of 2 pages**.
- Strive for detail. It is the detail that will help you understand children’s behavior.
- Include what you see and hear on the Objective side of the form. Write exactly what unfolds before you. Do not write **WHY** you think it’s happening on the objective side.
- The **WHYS** of the behavior, other ideas, questions, and revelations may be noted in the Subjective column.

Lab Focus Assignments

You will have Lab Focus Assignments intermittently throughout the semester. The Lab Focus Assignment will be the focus of your observations for that week, and should be a part of next reflections paper, as well. You will incorporate the lab focus into your Observations and Reflections. Please see Blackboard for detailed instructions for completing each Lab Focus Assignment.

4. **Anecdotes** - Using material recorded earlier in your Observations, prepare two anecdotes. Type these, double spaced, in Times New Roman font. Submit these to Blackboard. The anecdote itself should be ½ to 1 page long, no longer, double-spaced. Headers are not included in length requirement. Your anecdotes should be about **positive, developmentally appropriate experiences** you observe in the video clips provided. Please see Blackboard for more detailed instructions on completing the Anecdotes. **(20 points each, for a total of 40 points)**

Lecture Assignments

5. **Reflections** – You will submit to Blackboard your reflections on your experiences in class and lab two (2) times over the course of the semester **(30 points each, for a total of 60 points)**

Guidelines:

- Understand that reflecting simply means “thinking and writing about your thoughts.”
 - Reflect **on both your class and virtual lab experiences.**
 - Respond to the Lab Focus Assignments in your Reflections. Discuss completely and thoroughly the observations you noted based on the Lab Focus Assignment.
 - Ask yourself reflection questions such as: What did I learn from this reading/activity that will help me as a professional? How do the different philosophies presented in the chapter/class/readings affect me personally? How will this information affect the way I will teach and/or parent? Have I had personal experiences that relate to this information? What concepts from the class support my thoughts? Check the end of each chapter for further ideas for reflections.
 - It is not acceptable to submit reflections simply on what you “liked” or “disliked” about class or lab. You must support your reflections with course content and examples.
 - Write a minimum of 2 pages but not more than 3 pages, using experiences from the lab and class.
 - Use correct spelling, grammar, and sentence structure. Spell Check! Grammar Check!
 - Use Times New Roman 12pt font, double spaced, at least 2 but no more than 3 pages in length.
6. **Electronic Portfolio Slides** – These electronic portfolio slides begin to showcase your competence and are essential for NCATE/CAEP requirements for teacher licensure. During Child Guidance, you will be required to add 3 slides/pages to your documentation. Please see Blackboard for more detailed instructions for completing the Electronic Portfolio Slides. **(60 points)**

7. **EXAMS**

This course includes 2 exams. The exams will be objective, based on knowledge of subject matter and the ability to apply it. They may include situational essays to test the ability to comprehend and apply knowledge, assimilate, synthesize and evaluate scenarios.

[Make-up exams are given at the discretion of the instructor and only if the instructor is notified in advance of missed exam date. Make-up exams may differ significantly from the exam given in class and will be given only in case of illness or emergency, and only with appropriate documentation.]

8. **Child Guidance Final Paper**

This assignment assesses your ability to synthesize and apply your knowledge of child development and guidance strategies to toddlers and preschoolers.

In 4-5 pages, describe your beliefs about guidance in the early childhood years.

Your paper should be a summary of your beliefs about how children ages 0-8, and in particular preschool children, are best guided in classrooms settings. It should include your beliefs about the role that the systems in which children develop, the environment, and interactions with peers and educators play in shaping children's behavior.

Be sure to include support for your beliefs, drawing on theories, research, approaches, professional/lab experiences, etc. Be sure to define, describe, and cite the concepts you identify. You must be specific and technical in your citation of textbooks, research, and theories (i.e., use APA style and include a references page.).

A prospective employer, graduate program, etc. should be able to read your statement and understand your beliefs about child guidance, and what has informed those beliefs.

Type your paper in double-spaced, Times New Roman 12-point font. Number your pages.

Formatting and Submission:

All written assignments must be double-spaced, with 12 point Times New Roman font and one-inch margins.

Please save each assignment like this: "last name_assignment name" and upload to the C-Tools drop box. For example, my submission for a descriptive review would be: Herold_Descriptive Review. Assignments must be submitted by 11:59 pm on the day they are due.

It is your responsibility to turn work in on time on Blackboard. If you have Blackboard trouble, work with the kind folks at bbhelp@uark.edu. Blackboard submissions will remain open past the due date but will be marked "late" if the due date is not met and the grade will be docked accordingly. (See below).

Grades:

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

Lab Assignment	Points
Lab Attendance and Professionalism	100
Positive Guidance Journal Entries	40
Child Description	25
Anecdotes	40
Observations	180
Total	385

Lecture Assignment	Points
Participation and Attendance	100
Reflections	60
Electronic Portfolio 6 slides/entries/pages	60
2 Exams	200
Child Guidance Final Paper	180
Total	600

Tentative Schedule for the course
 (You are responsible for keeping up with changes made to this schedule in class and/or electronically!)

	DATE	TOPIC	CLASS/LECTURE ASSIGNMENT	LAB ASSIGNMENT
WEEK 1	January 18	Introduction to the course	Syllabus NAEYC Statement of Ethical Conduct	Introduction to Preschool Guidance What does High Quality Preschool Look Like?
	January 20	ProCare system and child maltreatment completion in class with Donia Timby	https://www.naeyc.org/resources/pubs/yc/mar2018/observing-planning-guiding <i>Quiz: NAEYC Statement of Ethical Conduct and syllabus</i>	https://www.youtube.com/watch?v=wbWRWeVe1XE Teach. Play. Love. Episode 10: Children Need Positive Guidance podcast https://www.brighthorizons.com/family-resources/children-need-positive-guidance <i>Assignment: journal entry on your understanding of guidance today and your learning to come this semester</i>
WEE	January 23	A teacher's role in		

		guiding children	Chapter 1 in Marian textbook	
	January 25	No Class - Orientation	Attend JTCDSC orientation from 6-7 pm	Watch mini lecture on lab observation assignments Watch week 2 videos
	January 27	Observation: Watch mini lecture on observation	<i>No in-person class for those who attended the orientation.</i> Make up orientation in class.	<i>Assignment: Observation 1 – Regular Observation</i>
WEEK 3	January 30	Theoretical foundations of child guidance	Chapter 2	In person labs begin! <i>Assignment: Child Description.</i>
	February 1	Theoretical foundations of child guidance		<i>Observe in observation room only.</i>
	February 3	Guidance as a function of child development:	Chapter 3: 62-65	
WEEK 4	February 6	Guidance as a function of child development: Perception and Memor	Chapter 3: 65-71	
	February 8	Guidance as a function of child development: Social Cognition and Self Control	Chapter 3: 71-84	<i>Assignment: Observation 2 Regular observation</i>
	February 10	Guidance as a function of child development: wrap up/Chapter 4		<i>Enter classroom to interact after observation period.</i>
WEEK 5	February 13	Indirect guidance - Overview	Chapter 4 – Make sure you read the entire chapter!	

	February 15	Indirect guidance	Out of class assignment: room arrangement	<i>Assignment: Observation 3 Indirect Guidance Focus Assignment</i>
	February 17	Indirect guidance:	Wien, et al (2005)	
WEEK 6	February 20	Indirect guidance: Applying chapter 4	Reflection 1 due	<i>Assignment: Anecdote 1 due February 26</i>
	February 22	Indirect guidance – environments	Transformed learning environments and short videos on quality preschool environments: https://www.youtube.com/watch?v=qDI_IaZ0yTI https://www.youtube.com/watch?v=fYx_aGs-DjU https://www.youtube.com/watch?v=BILFZbRx1F8 https://www.youtube.com/watch?v=bIDMnUVbm8g https://eclkc.ohs.acf.hhs.gov/video/designing-environments	
	February 24	<i>Exam I</i>		
WEEK 7	February 27	Direct guidance – Introduction	Chapter 5 (<i>Please read it all! This is a very important chapter!</i>)	<i>Assignment: Observation 4 Direct Guidance Focus Assignment</i>
	March 1	Direct guidance – Active listening and “I statements”	-----	
	March 3	Direct guidance – Conflict resolution	Related videos: https://www.youtube.com/watch?v=9rna57FRVRM	

			https://www.youtube.com/watch?v=Fbawu6taGj4 https://www.youtube.com/watch?v=bfHd6XtCWq8	
WEEK 8	March 6	Direct guidance wrap up	-----	<i>Assignment: Observation 5 Regular Observation</i>
	March 8	Behavior as Communication	Webinar: https://www.youtube.com/watch?time_continue=1403&v=1omizXDOobg&feature=emb_logo Complete assignment on Blackboard	
	March 10	Guidance as informed by observation and assessment	Chapter 6	
WEEK 9	March 13	Mindfulness	Teach. Play. Love. Podcast #18: Mindful Kids, Calmer Days https://www.youtube.com/watch?v=Iaf4GrHcw0	<i>Assignment: Observation 6 Direct Guidance Limit Setting Focus Assignment</i>
	March 15	Self-esteem and moral identity	Chapter 7	
	March 17	Self-esteem and moral identity		
WEEK 10	March 20-24: SPRING BREAK			

WEEK 11	March 27	Emotional competence	Chapter 8 <i>Reflection 2 due on Blackboard!</i>	Assignment: Observation 7 Regular observation
	March 29	Social and Emotional Development	Teach. Play. Love. Podcast #11: Making Sense of Social and Emotional Development https://www.youtube.com/watch?v=yB9Vi8a8ZGk	
	March 31	Social Competence	-----	
WEEK 12	April 3	Exam II		Assignment: Anecdote 2 due April 9th
	April 5	Aggression and bullying	Chapter 10	
	April 7	Exclusion	Vivian Paley: You Can't Say You Can't Play https://www.thisamericanlife.org/27/the-cruelty-of-children/act-three	
WEEK 13	April 10	Minimizing challenging behavior	Chapter 11	Assignment: Observation 8 Focus Assignment
	April 12	Routines and transitions	Chapter 12	
	April 14	Planning Transitions to Prevent Challenging Behavior	https://eclkc.ohs.acf.hhs.gov/video/planning-transitions-prevent-challenging-behavior https://www.youtube.com/watch?v=Tp6K61LoQ8A	

WEEK 14	April 17	Transitions wrap up	-----	<i>Assignment: Observation 9 Regular observation</i>
	April 19	Guidance for children with autism	Pre-recorded lecture – see Blackboard	
	April 21	Vivian Paley and the Boy Who Could Tell Stories	https://www.ket.org/program/vivian-paley-and-the-boy-who-could-tell-stories/vivian-paley-and-the-boy-who-could-tell-stories/	
WEEK 15	April 24	Using the decision-making model of guidance	Chapter 13	<i>Assignment: final journal entry summing up your learning thus far about observation and guidance</i>
	April 26	Clip charts and tokens	Complete Blackboard readings	
	April 28	NAEYC Culturally Appropriate Child Guidance	https://www.youtube.com/watch?v=JndJpUtSgQQ	
WEEK 16	May 1	Decision-making Model Guidance wrap up	----- <i>Portfolio Slides due</i>	Catch up week
	May 3	Creating Trauma-sensitive classrooms	https://www.youtube.com/watch?v=mjG3xNxtUIE https://www.ted.com/talks/lisa_godwin_how_teachers_can_help_students_navigate_trauma	
	May 5	Reading Day		
Child Guidance Final Papers Due on your Final Exam Day, TBD				

HDFS 24903: Introduction to Cultural Competence

Credit Hours: 3

Faculty: Dr. Wiersma-Mosley, Professor of Human Development and Family Sciences

HOEC 209, School of Human Environmental Sciences

Office phone: 479-575-4688

E-mail: jwiersma@uark.edu

FREE ONLINE TEXTBOOK: Ahrndt, Shannon, "Intercultural Communication" (2020). Open Educational Resources Collection. 24. <https://irl.umsl.edu/oer/24>

This is a web-based course, which utilizes reading assignments, electronic media, internet references, and directed learning activities; these are utilized to enhance your learning on cultural competence.

COURSE OVERVIEW

Basic introduction to definitions of intercultural competence, diversity, cultural values and beliefs, attitudes and verbal and non-verbal behavior, are examined to identify basic differences among individuals from diverse cultural backgrounds and across populations. This course provides an interdisciplinary focus on the values, patterns, history, and attitudes that create and sustain cultures. The course also provides an analysis of many of the populations that exist in the United States. The course is organized into 3 sections: Introduction to basic definitions and theories, focus on the self (identity development), and focus on others, which are core components for intercultural competence.

STUDENT LEARNING OUTCOMES

- Define intercultural competence, cultural humility and recognize why it is important to be competent. (ADE 1.2, 1.8, 2.1, 2.2, 2.4, 2.8, 6.1, 6.3)
- Describe how culture, cultural identity, and intersectionality are related. (ADE 1.3, 1.6, 2.1, 2.2, 2.4)
- Identify stereotypes, privileges, microaggressions and biases. (ADE 2.1, 2.2, 2.4, 4.3)
- Identify the many cultural sub-groups that make up American society. (ADE 2.1)
- Define social, economic and historical issues and how they impact race and ethnic relations in the US. (ADE 2.1, 5.25, 5.30)
- Identify similarities as well as differences between cultural sub-groups. (ADE 2.1, 2.6, 2.8, 2.9)
- Explain the various ways individuals have experienced racism, discrimination and prejudice in the US. (ADE 2.1, 2.2, 2.6, 3.8, 4.3, 5.25, 5.30)

EVALUATION METHODS/LEARNING ACTIVITIES (500 points)

EXAMS (150 points) - There will be 3 examinations, based on the readings, lectures, and discussions.

PARTICIPATION (250 points) – Students are required to participate in weekly activities, quizzes or assignments, as well as written reflections about course material. There are more than 250 points worth of activities, meaning you'll have some cushion in case you are absent or sick or emergencies come up.

SERVICE LEARNING (100 points) - Students are required to participate in at least 15 hours in service learning; options are provided (details are in LEFT FOLDER called Service Learning); Points are based off of hours participating (15 hours in semester).

GRADING

At the end of the semester your grade will be assigned based upon where your percentage falls within the following general categories.

A	90% and above
B	80-89%
C	70-79%
D	60-69%
F	59% and below

- All assignments that are not automatically graded by Blackboard, such as Quizzes and certain Exams, will be graded as soon as possible. For small assignments, expect a grade in 48 hrs, for larger reflections, expect a grade in at most 5 days.
- **LATE WORK:** All assignments are due on Sunday night at 11:59 PM. Do not wait until the last minute to submit assignments. Blackboard occasionally goes down and that is most frustrating if you have not left yourself any margin. Late work will not be accepted unless you have made prior arrangements with the instructor (in writing).
- **Makeup Exams:** The only acceptable excuse for missing an exam, without prior notification, is a medical emergency. In the case of a medical emergency, documentation must be provided within 24 hours of missing the exam. There are no exceptions to this rule.
- This course meets the regular and substantive interaction requirements for online courses that is outlined in Distance Education Online Standards for Courses taken for Academic Credit: Academic Policy 1200.50. In this course I will:
 - monitor your academic engagement and success and will contact you regarding your progress via your UARK email if I notice you are missing weekly assignments.
 - provide detailed and personalized feedback on your reflections.
 - respond to your questions via UARK email in a timely manner.
 - record weekly videos, or will create notes to check in (if needed) as a way to introduce the new week's materials and to check in.

COURSE OUTLINE

<u>Week</u>	<u>Topic</u>
1	Introductions and Identity
2	Cultural Competence Definitions
3	Cultural Competence Theories
4	<u>Exam 1</u>
5	Denial: Stereotypes & Privileges
6	Polarization: Microaggressions and Biases
7	Minimization: Classism
8	Minimization: Racism and Oppression
9	Minimization: Racism and Oppression
10	<u>Exam 2</u>
11	Acceptance: Gender and Race
12	Acceptance: LGBTQ+ Community
13	Acceptance: Neurodiversity and Mental Health
14	Acceptance: Multicultural Families and Immigration
15	Moving into Action and Adaptation
16	<u>Exam 3</u>

HDFS 33303

Language and Literacy Pedagogy for Birth through Kindergarten Educators

MWF 9:40-10:30
Fall

Instructor: Laura Herold, Ph.D.

Clinical Assistant Professor of Human Development & Family Sciences

Office: 16A, Human Environmental Science Building (Home Economics)

Office Phone: 575-5162

Email: lkherold@uark.edu

Office hours: By appointment. Please do not hesitate to contact me!

Course Description

This course combines theory on emergent language and literacy development with research-based pedagogy for birth through kindergarten classrooms. Topics include: language and literacy development and exceptionalities, English Language Learners, environmental influences, best practice pedagogy, identifying language and literacy delays, and intervention strategies. This course includes a service learning component. Prerequisites: HDFS 24303 and HDFS 24003/24001L.

Course Overview

Understanding how to guide children's emergent language and literacy development is a crucial part of teaching or working with young children age birth to eight. This course combines theory on emergent language and literacy development with research-based techniques to promote this same development in the early childhood classroom. You will study theories of early language and literacy development – including typical development, language and literacy exceptionalities, and the unique challenges faced by English Language Learners. You will learn about the many influences on language and literacy outcomes (e.g., parental interactions, access to print, etc.) You will also come to a broader understanding of the term “literacy” as including both disciplinary and data literacy.

Building on this foundation, you will learn to implement developmentally appropriate literacy pedagogy in birth through kindergarten classrooms. You will learn to promote vocabulary development, foster emergent reading and writing, embed literacy across learning domains in the early childhood classroom, make appropriate book choices across genres, employ best practice read-aloud techniques, identify language delays and reading difficulties, and employ intervention strategies for struggling readers – including English Language Learners.

Throughout this course, a particular focus will be placed on the impact of poverty on children's emergent language and literacy abilities. This will culminate in a practical, experiential learning portion that will allow you to work with kindergarteners in Northwest Arkansas.

Prerequisite

HESC 24303 Child Development and HESC 24003/24001L Infant and Toddler Development and Lab

Course Textbooks

Schickedanz, J.A., & Collins, M. (2013). *So much more than the ABCs: The early phases of reading and writing*. Washington, DC: National Association for the Education of Young Children.

Rog, L.J., & Galloway, D. (2017). *Reading, Writing, Playing, Learning*. Pembroke Press.

Course Objectives (*Aligned with NAEYC Standards for Teacher Preparation, Council for the Accreditation of Educator Preparation (CAEP) standards, and The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K, Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS)*)

By the end of the course, students will be able to:

1. State typical language and literacy abilities for young children according to their ages and development. (NAEYC 1a-1c; CAEP 1.1 (links to the 10 InTASC/ATS standards), 1.2; ADE 1.1, 1.8, 6.7; CEC 1.0-1.2; TESS-ATR 1a-1b; ATS 1b, 1d-1e, 7i, 8j)
2. Understand how children learn to read and write (including how to developmentally appropriately foster learning and development of the reading processes and phases (e.g. print concepts, phonological awareness, alphabet knowledge, emergent writing, etc) (NAEYC 1a-1c; CAEP 1.1 (links to the 10 In TASC standards), 1.2; ADE 1.1, 1.8, 3.3, 6.7; CEC 1.0-1.2; TESS-ATR 1a-1b; ATS 1b, 1d, 8j, 8m)
3. Understand the multiple influences on children's emerging language and literacy skills, including those related to diversity of experience (e.g. family, language, and culture), policy, and poverty. (NAEYC 1a-1c, 2a, 4a; CAEP 1.1; ADE 1.2, 1.4, 1.8, 3.8, 5.1, 6.7-6.8; CEC 1.1, 5.1, 6.3; TESS-ATR 1b; ATS 1b, 1g, 2a, 3l, 4m, 8m, 8q, 10m)
4. Evaluate and monitor child readiness and engagement in the area of language and literacy using developmental check lists. (NAEYC 3a-3c, 4a-4b; CAEP 1.1-1.4; ADE 1.1, 1.5-1.6, 3.3, 3.8; CEC 4.0-4.4; TESS-ATR 1f, 3d; ATS 1a, 1f, 6a-6b, 6f,-6h, 6j-6l, 6n, 6p, 8b, 9h)
5. Use responsible assessment to identify language and literacy delays in children birth through 8, including English Language Learners and children with special needs. (NAEYC 3a-3d, 4a-4c; CAEP 1.1-1.4; ADE 1.2, 1.5-1.6, 1.8, 3.3, 3.8, 4.1-4.5, 4.7-4.8; CEC 4.0-4.4; TESS-ATR 1f, 3d; ATS 1a, 1f, 6a-6b, 6f-6h, 6j-6l, 6n, 6p, 7d, 8b, 9h)
6. Plan appropriate, positive, engaging, child-centered language and literacy-rich classroom environments to support diverse learners ages birth through eight, including English Language Learners and children with special needs. (NAEYC 1c, 2a, 3b, 3d, 4a-4d, 5a-5c; CAEP 1.1, 1.4; ADE 1.1, 1.3, 1.5-1.6, 1.8, 4.8; CEC 2.0-2.3, 3.0-3.3; TESS-ATR 2a-2b, 2e; ATS 1b, 5c, 8a, 8c, 8h, 9h)
7. Design, implement, and evaluate meaningful, challenging language and literacy curriculum (including data and disciplinary literacy) to promote positive outcomes for children birth through eight including children with special needs. (NAEYC 2a-2c, 3a-3d, 4a-4d, 5a-5c; CAEP 1.1, 1.4-1.5; ADE 1.1-1.3, 1.5-1.6, 1.8, 3.3, 3.8, 4.8, 6.3; CEC 2.1-2.3, 3.3, 5.0-5.1, 5.3, 5.6; TESS-ATR 1c; ATS 1b, 2a, 2c-2e, 2g-2o, 4a, 4d, 4f-4h, 5e, 5g-5h, 7h, 7j-7l, 8a, 8c, 8f, 8h, 8l, 8p, 8s)

8. Plan and implement effective, differentiated intervention strategies for struggling readers, including English Language Learners and those with special needs (NAEYC 2a-2c, 3c-3d, 4a-4c, 5a-5c; CAEP 1.1, 1.4; ADE 1.1-1.2, 1.5-1.6, 1.8, 3.3, 3.8, 4.8, 5.3, 6.3; CEC 3.0-3.3, 5.3, 5.0-5.1, 5.4, 5.6; TESS-ATR 1c; ATS 1b, 2a, 2c-2e, 2g-2o, 3l, 4a, 4d, 4f-4h, 5e, 5g-5h, 7a-7b, 7d, 7f, 7h, 7j-7l, 8a-c, 8h, 8l 8p, 8s)
9. Interact positively with children ages birth through eight, including English Language Learners and those with special needs. (NAEYC 1a, 1b, 1c, 2a, 4a, 4b, 4c, 4d; CAEP 1.1; ADE 1.1, 1.2, 1.3, 1.4, 3.8, 4.8, 5.1; CEC 5.3b; TESS-ATR 3a-3c; ATS 3a-3b, 3e-3g, 3i, 3l)
10. Observe and practice with kindergarteners in a public school setting (NAEYC 6a-6d, 7a-7b; CAEP 1.1, 2.1-2.3; ADE 1.5-1.6, 3.3, 3.8, 4.8, 5.1, 6.1, 6.7-6.8; CEC 6.5, 7.0; TESS-ATR 4a, 4d-4e; ATS 9a-9c, 9e, 9l, 10e-10f, 10p, 10r)
11. Engage in service learning to promote improve language and literacy outcomes for young children in Northwest Arkansas (NAEYC 6a, 6d-6e; CAEP 1.1, 1.4, 2.1-2.3; ADE 1.2, 1.4, 1.7-1.8, 2.2, 3.4, 3.8, 4.8, 5.1, 5.7, 6.1, 6.5, 6.7; CEC 6.5, 7.0; TESS-ATR 4a, 4d-4e; ATS 9a-9c, 9e, 9l, 10a, 10e-10f, 10p, 10r)
12. Identify with the profession and its ethical code (NAEYC 3d, 6a, 6b; CAEP 1.1, 1.2, 2.1, 2.3; ADE 3.3, 5.6-5.7, 6.1-6.2; CEC 6.0-6.2, 6.4; TESS-ATR 4a, 4d-4e; ATS 1h-1j, 3n, 4n, 4o, 4r, 5i-5j, 5n, 6r, 6t-6v, 7n, 7p-7r, 9j)
13. Integrate reflective and critical perspectives on early education practices (NAEYC 4a, 4d, 6a-6b; CAEP 1.1-1.2; ADE 1.7, 6.3-6.4, 6.9; CEC 6.5-6.6; TESS-ATR 4a, 4d-4e; ATS 1h-1j, 3n, 4o, 4r, 5i-5j, 5n, 5q, 6r, 6t-6v, 7n, 7p-7r, 9j, 10m, 10r, 10t)

NAEYC Standards for *your* Professional Preparation

I am charged by the National Association for the Education of Young Children, the professional organization for those who plan to work with children from birth to age 8, to prepare professionals who have been trained to meet standards set by the organization. NAEYC is teamed with CAEP, which accredits our College of Education and Health Professions.

NAEYC, CAEP, and InTASC have formulated standards for your preparation. You will need to have an understanding of what those standards are. Detailed discussions are available on the websites below:

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

<http://caepnet.org/standards/introduction>

[http://www.ccsso.org/Documents/2013/2013 INTASC Learning Progressions for Teachers.pdf](http://www.ccsso.org/Documents/2013/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf)

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real world experience as we seek to understand parenting and family dynamics in contemporary family systems in the United States today. This is a constructivist approach to teaching. In your work with families and children, you will be called upon, again and again, to relate to families which come in a variety of forms and deal with a variety of issues. Rote learning of facts will do you little

good. Rather, you will need to be ready to function appropriately, in a way that meets the needs of clients of all ages. Responsibility to learn rests squarely upon you.

Policies

Face Coverings on Campus

The Public Health Emergency for COVID-19 ended on May 11, 2023. Free masks are available on campus.

Equal and respectful treatment

The University faculty, administration, and staff are committed to providing an equal education opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted upon this campus.

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Recording of Class Lectures

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.

- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

Expectations

- **Class attendance** (virtual or in person) is strongly encouraged to write reflectively, be successful on exams, and participate in class activities, some of which may have points given without prior notice. In the case of extraordinary situations such as hospitalization or family crisis of extreme proportion, the instructor will work with the student on a case-by-case basis. Oversleeping, shopping needs, car repair, vacations, weddings, family get-togethers, moving, or animal care are not considered extraordinary situations.
- You will receive a **Background Check/Child Maltreatment Form** in class. Fill it out as directed. In the case of the Child Maltreatment Form, do not sign it until you are standing before a notary public, who must witness your signature and apply his/her stamp or seal attesting to that. The office of Financial Aid, local banks, and court houses are good sources for finding a notary. The forms are required by DHS licensing and the Service Learning Office before you are able to work with children in the classroom. **These forms are due by September 8th so that they can be processed before you begin the experiential portion of this course!**
- A **T.B. skin test** is **NOT REQUIRED**.
- **It is expected that each student will be responsible for reading the assignments before class.** We will be discussing the readings as well as other material. There will also be engaging activities that will apply the information from the text and class lectures. You will have time to think and to be an active learner. When students are not prepared for class, we can't have discussion or effective, interactive learning.
- **You are required to complete your experiential classroom hours on your designated days and for the full time.** Leaving your school early or not being actively engaged in the classroom will result in loss of points toward your grade. You will use the provided time sheet on U of A letterhead to record your attendance, which will then be signed by your teacher upon completion of those hours. Your completion of your experiential hours will be based on these signatures **ONLY**. **Failure to have your teacher sign will not excuse loss of attendance points.** To fully gain from your classroom experience, do the following: be prepared by reading the text and coming to class; ask questions of me or your teacher as needed; take initiative in the classroom and implement your planned activities; allow the staff to direct you; engage in the classroom.

Professional behavior

Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, Elementary School Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor. *During class and lab do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself. The kindergarten teachers do not have time to police you. Be responsible for yourself. **Turn off and put away cell phones both in class and lab.** Do not bring mace or pepper spray into the schools. Water in covered containers only is allowed in the classroom.

Academic honesty

“Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments, actions, and attendance in class and lab. The instructor will forward any academic integrity infractions to the Academic Integrity Monitor. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see me if you are unsure about what constitutes academic dishonesty.

Due dates

Due dates are given on the attached schedule and are to be respected. Late work will be collected with sufficient documentation that supports the late work and at the instructor’s discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

Dress and Food

Come ready for activity and dress appropriately for the service learning, classroom portion of this course. Remember, we will be working with children whose parents expect professionalism. Children deserve this respect. Wear closed-toe shoes that will stay on your feet during activity. Wearing slick-bottomed shoes or heels will prevent easy movement, particularly on the playground. Wearing flip flops and open-backed sandals tends to interfere with quality interaction with children. Short shorts or short skirts, yoga pants or tights, low-cut or backless blouses, or midriff blouses are not to be worn in schools because they also inhibit the quality of your interaction with children. If you are dressed inappropriately, you will be asked to leave and will not receive credit for the classroom hours you miss. Please do not wear t-shirts with slogans that may offend others, such as tobacco or alcohol ads. **Do not** bring food, candy, gum, coffee, or soft drinks into the class room. It is not appropriate to have these things when the children cannot.

Special Accommodations

If you have need for a note-taker, extra time on tests, or other considerations due to a special need, please see me immediately about any accommodations needed. If you require special exam accommodations, please notify me *at least a week before **each*** exam. You must register with the Center for Educational Access (<http://www.uark.edu/ua/csd/index.html> 575-3104) in order for learning accommodations to be employed.

Weather

Class may be canceled due to inclement weather. Listen for announcements on T.V. and radio. Sometimes, the JTCDSO will open late or close early. Call 575-7000 for an all-university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All ISIS and BASIS accounts will be notified through the RazALERT system.

Assignments

All assignments must be turned in to receive an A in this class. Even if your points add up to an A average, you will not receive an A unless all assignments are submitted. This is because the work is carefully planned to build mastery and understanding. The following are assignments with established deadlines:

- **Child Maltreatment/Background Check forms** – Due no later than September 8th **(15 points)**
- **Book choices and defense** – You will be required to make research-based book choices to use in your assigned kindergarten classroom in the second half of the semester. You will choose ten books, and will be required to submit your book choices to me, along with a brief but carefully thought out defense of each selection, based on what we have learned in class. **(30 points)**
- **Literacy Bag** -- This assignment allows you to put what you have learned about emergent literacy instruction into practice. You will create a literacy bag by generating five (5) activities that complement the books you have chosen to use with your kindergarten students. Please see Blackboard for more detail **(100 points)**
- **Reflections** – You will submit your reflections on your experiences in the classroom to Blackboard two (2) times **(30 points each)**
- **Electronic Portfolio Slides** – These electronic portfolio slides begin to showcase your competence and are essential for CAEP requirements for teacher licensure. During this course, you will be required to add 3 slides/pages to your documentation. You will also be required to gather together information from the course that you plan to refer back to as a professional. Please see Blackboard for more detailed instructions for completing the Electronic Portfolio Slides. **(60 points)**

Guidelines:

- Understand that reflecting simply means “thinking and writing about your thoughts.”
- Reflect on **both your lecture and kindergarten classroom experiences**.
- Ask yourself reflection questions such as: What did I learn from this reading/activity that will help me as a professional? How do the different philosophies presented in the

chapter/class/readings affect me personally? How will this information affect the way I will teach emergent language and literacy in the B – K classroom? Have I had personal experiences that relate to this information? What experiences in my assigned kindergarten classroom support what I learned in class? What did implementing this literacy activity in the classroom teach me about teaching emergent readers/writers?

- It is not acceptable to submit reflections simply on what you “liked” or “disliked”. You must support your reflections with course content and examples.
 - Write a minimum of 2 pages but not more than 3 pages, using experiences from your placement and class.
 - Use correct spelling, grammar, and sentence structure. Spell Check! Grammar Check!
 - Use Times New Roman 12pt font, double spaced, at least 2 but no more than 3 pages in length.
- **Exams** - This course includes 2 exams. The exams will be objective, based on knowledge of subject matter and the ability to apply it. They may include situational essays to test the ability to comprehend and apply knowledge, assimilate, synthesize and evaluate scenarios. **(100 points each)**

[Make-up exams are given at the discretion of the instructor and only if the instructor is notified in advance of missed exam date. Make-up exams may differ significantly from the exam given in class and will be given only in case of illness or emergency, and only with appropriate documentation. Make up exams will be held in my office (Home Economics Building, Room 16A) unless there is a reason to move to another location.]

- **Final Portfolio:** “What I’ve Learned about Emerging Literacy through Service Learning”

This final assignment asks you to create a portfolio to present what you have learned about emergent language and literacy development and pedagogy through your Service Learning Experience. You will present this portfolio to your peers and others, TBD. **(60 points)**

Formatting and Submission:

All written assignments must be double-spaced, with 12 point Times New Roman font and one-inch margins.

Please save each assignment like this: “last name_assignment name” and upload to the C-Tools drop box. For example, my submission for a reflection would be: Herold_Reflection 1. Assignments must be submitted by 11:59 pm on the day they are due.

It is your responsibility to turn work in on time on Blackboard. If you have Blackboard trouble, work with the kind folks at bbhelp@uark.edu. Blackboard submissions will remain open past the due date but will be marked “late” if the due date is not met and the grade will be docked accordingly. (See below).

Grades:

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

Assignment	Points
Attendance and Participation	100
Service Learning Hours	50
Background Check/Child Maltreatment form by September 10th	15
Book choices and defense	30
Literacy Bag	100
Reflections	60
2 Exams	200
Electronic Portfolio	60
Final Poster presentation	60
Total	675

V. SERVICE LEARNING IN YOUR ASSIGNED KINDERGARTEN CLASSROOM

Students will be assigned a kindergarten classroom by the instructor. Each student will spend a total of 20 hours in this classroom, completing emergent language and literacy activities with the children as assigned by the instructor. It is important that every student view his/her time in these classrooms as a **professional opportunity**—because it is. Act as a professional and dress as a professional. To earn credit for each service hours session, you must arrive on time and be fully engaged in the classroom. Arriving late or leaving early will result in loss of points.

You are expected to stay on task when working with the children. Do not engage your fellow students in conversation that keeps them from meaningful interaction time. The time you have with children is precious. Use it to everyone's advantage. **Make your experiences there meaningful by being fully engaged. Observe the teachers, take initiative, and take direction.**

Please avoid bringing oversize backpacks into the classroom, as there may not be space for storage. Also, bring any valuables only at your own risk – neither the instructor nor the school can be held accountable for the loss of valuables due to theft, etc.

You must record your arrival time on the time sheet provided to you, and have your teacher sign to confirm those hours to receive credit for that service-learning session. If you experience any problems, please notify the instructor immediately so that it can be resolved.

IF YOU MUST MISS YOUR SERVICE LEARNING

You **must notify** me and your assignment classroom teacher if you are ill or have another emergency and cannot attend your service learning session. Email me **beforehand**. Failure to notify me of an impending absence will result in a five-point deduction from the final, overall service-learning hours grade (even if you make up the hours at a later date). It is possible to make up service learning sessions only at my discretion and your assigned teacher's discretion, and with a documented absence. Make-up sessions must be arranged and approved **in advance**.

CONFIDENTIALITY

Confidentiality is vitally important for the sake of the real children and families in your classroom. Do not talk about the children or their behavior outside of the classroom – this includes elsewhere on campus, off campus, in your dorms or sorority/fraternity houses, in the observation rooms or in the school hallways. Do not speak about children in front of

them. Do not contact parents or approach them outside of the classroom. This is a crucial aspect of professionalism. Please review the NAEYC's Statement of Ethical Conduct (see Blackboard).

Tentative Schedule for the course (You are responsible for keeping up with changes made to this schedule in class and/or electronically!)			
	TOPIC	ASSIGNMENT TO HAVE READY BY CLASS TIME	SERVICE LEARNING
Aug. 21	Introduction to the course	Syllabus	<i>Background Check / Child Maltreatment Forms Due September 8th</i>
Aug 23	What's involved in learning to read? <ul style="list-style-type: none"> ■ Reading processes and phases ■ Skills needed to learn to read ■ Diverse experiences ■ Adopting a long view 	<i>So much more than the ABCs</i> Chapter 1: 7 – 17 NAEYC Statement of Ethical Conduct	
Aug 25	What is expected in the B- K classroom? <ul style="list-style-type: none"> ■ Milestones and Standards 	NAEYC Standards Arkansas Framework For Infant And Toddler Care Arkansas Early Childhood Education Framework Handbook Kindergarten Common Core Standards	
Aug 28	Reading aloud: Babies and Toddlers <ul style="list-style-type: none"> ■ Engaging: birth to 30 months ■ Book choices for babies/toddlers ■ Reading-related behaviors ■ Book placement in classrooms ■ Reading aloud: toddler groups ■ Engaging in shared reading 	<i>So much more than the ABCs: Chapter 2</i>	Service learning classroom assigned
Aug 30	Reading aloud: Preschoolers <ul style="list-style-type: none"> ■ Book selection 	<i>So much more than the ABCs: Chapter 3</i>	Schedule 20 hours of

	<ul style="list-style-type: none"> ■ Goals for story reading ■ Whole group story reading ■ Peer effects on language learning ■ Supporting comprehension ■ Supporting vocabulary ■ Multiple readings ■ Digital texts 		service learning, using guidelines provided by the instructor
Sept 1	Read aloud wrap up	-----	
Sept 4	Labor Day!		
Sept 6	Catch up day		
Sept 8	<p>Reading aloud: Kindergarteners</p> <ul style="list-style-type: none"> ■ Book selection (including informational texts) ■ Goals for story reading ■ Whole group story reading ■ Supporting comprehension <p>Supporting vocabulary</p>	<p><i>McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. The Reading Teacher. 60(8), 742-751.</i></p> <p><i>Review Common Core Standards for language and literacy</i></p>	<p><i>Apply for Fayetteville Public Library card</i></p>
Sept 11	<i>Choosing books for children who have just transitioned to Kindergarten. Meet at the Fayetteville Public Library.</i>		
Sept 13	<i>Field Work Day</i>		
Sept 15	<p>What counts as “literacy”?</p> <p>Traditional definitions and new horizo</p>	<p><i>Using Imagination to Bridge Young Children’s Literacy and Science Learning: A Dialogic Approach:</i> Huili Hong, Karin Keith, Renee Rice Moran, and Jodi Lashay Jennings</p> <p><i>Teaching Content-Area Literacy and Disciplinary</i></p>	<p>Your first five hours should be spent in the classroom during these weeks.</p> <p>School Handbook – available online on school websites</p> <p>Please follow the</p>

		<p><i>Literacy</i>: Chauvin and Theodore</p> <p>NCTE definition of 21st century literacies:</p> <p>http://www.ncte.org/positions/statements/21stcentdefinition</p> <p>UNESCO statement on the plurality of literacy:</p> <p>http://unesdoc.unesco.org/images/0013/001362/136246e.pdf</p>	<p>directions on Blackboard carefully.</p> <p>You will be engaging with the children to get to know them and their preferences, information you will need in order to complete future assignments. You will also practice supporting their vocabulary development.</p> <p>Please see Blackboard for more information on how to complete this assignment.</p>
Sept 18	Wrap up of defining literacy	<i>Book Choice Defense Due</i>	
Sept 20	<i>Field Work Day</i>		
Sept 22	Repeated Interactive Read Aloud	Read <i>McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. The Reading Teacher. 60(8), 742-751.</i>	
Sept 25	<p>Young Children and Literacy Skills Development:</p> <ul style="list-style-type: none"> ■ Alphabet knowledge ■ Phonological Awareness Print conventions 	<i>So much more than the ABCs Chapter 5!</i>	<p>-----</p> <p>Neuman & Roskos (2007) Nurturing Knowledge: Building a Foundation for School Success by Linking</p>
Sept 27	Sharing informational books	<i>So much more than the ABCs</i>	

	with preschoolers <ul style="list-style-type: none"> ■ What are they? ■ Why read them? ■ Contexts and strategies ■ Genre-benders Printed information	Chapter 4: 73 – 89 Excerpt: <i>Reading and Writing Genre with Purpose</i> (Duke, Caughlan, Juzwik, & Martin, 2012)	Early Literacy to Math, Science, Art, and Social Studies (pg. 87-169) Explore MIT’s Lifelong Kindergarten Lab and the programming language “Scratch”: https://llk.media.mit.edu/projects/783/
Sep 29	<i>Exam I</i>		
Oct 2	Disciplinary and Data Literacies <ul style="list-style-type: none"> ■ Linking literacy with play, math science, social studies, the arts, physical health ■ Data literacy 		
Oct 4	Writing <ul style="list-style-type: none"> ■ Phases of writing ■ Effective practices ■ Understanding representation Babies and Toddlers <ul style="list-style-type: none"> ■ Making marks ■ Milestones ■ Classroom set-up ■ Technology Meaning behind the marks	<i>So much more than the ABCs</i> Chapter 6: 119 – 148	-----
Oct 6	Writing: Preschoolers <ul style="list-style-type: none"> ■ Phase 1 ■ Phase 2 ■ Phase 3 ■ Phase 4 	<i>So much more than the ABCs</i> Chapter 8: 149 - 188	
Oct 9	Writing <ul style="list-style-type: none"> ■ 	-----	
Oct 11	Writing		
Oct 13	Writing wrap up and <i>Putting our read-aloud skills to work II</i> <i>Fall Break is not until Monday!</i> <i>Please be in class!</i>		Begin work on Literacy Bag <i>Reflection #1 due!</i> <i>Oct 15</i> Your second set of five hours should be spent in the classroom during

			these weeks. You will engage with children to practice book reading techniques, including reading to individuals and to small groups.
Oct 16	<i>FALL BREAK!!!!</i>		
Oct 18	Play-based learning in a culture of inquiry in kindergarten		<i>Reading, Writing, Playing, Learning:</i> Chapter 1
Oct 20	Classroom Environment: The Third Teacher	<i>Reading, Writing, Playing, Learning:</i> Chapter 2	
Oct 23	<i>Putting our read-aloud skills to work</i> <i>II make up day</i> Literacy bag – requirements		<i>Reading, Writing, Playing, Learning:</i> Chapter 3
Oct 25	<i>Field Work Day</i>		<i>Reading, Writing, Playing, Learning:</i> Chapter 4
Oct 27			
Oct 30	Shared and Guided Reading	<i>Reading, Writing, Playing, Learning:</i> Chapter 5	<i>Reading, Writing, Playing, Learning:</i> Chapter 6
Nov 1	<i>Field Work Day</i>		
Nov 3	Learning to Write and Writing to Learn		
Nov 6	<i>Field work day</i>		Your third set of five hours will be spent in your classroom these weeks.
Nov 8	<i>Field work day</i>		
Nov 10	Word Play		

			<p>Blackboard carefully.</p> <p>You will be engaging with the children to present the activities you have prepared for your Literacy Bag.</p> <p>Please see Blackboard for more information on how to complete this assignment.</p> <p><i>Reflection #2 due Dec 2</i></p> <p><i>Reading, Writing, Playing, Learning: Chapter 7</i></p> <p>Watson, A., & McCathren, R. (2009) <i>Including Children with Special Needs: Are you and Your Early Childhood Program Ready?</i> Beyond the Journal: Young Children on the Web., NAEYC</p> <p>Fenlon, A. <i>Paving the Way to Kindergarten for Young Children with Disabilities.</i></p>
Nov 13	Celebrating Diversity in the Classroom	<i>Reading, Writing, Playing, Learning: Chapter 8</i>	
Nov 15	A day in the life of a Kindergarten Teacher: scripted literacy instruction		
Nov 17	A day in the life of a Kindergarten Teacher: literacy assessment		

Nov 20	Exam II		
Nov 22-24	<i>Thanksgiving Break!</i>		
Nov 27	<i>Final Field Day</i>		
Nov 29	English Language Learners: Strengths and supports	Understanding the Impact of Language Differences on Classroom Behavior. Santos. R.M. and Ostrosky, M.M. What Works Brief No. 2. CSEFEL. n.d. English.	Your final set of five hours will be spent in your classroom these weeks.
Dec 1	Supporting English Language Learners in the B- K classroom Collection of four Young Children articles that touch on the considerations related to supporting young dual language learners and their families. Articles by Pretro, Youngquist & Martinez-Griego, Shagoury, and Nemeth & Brilliante.	Please follow the directions on Blackboard carefully. You will be engaging with the children to present the rest of the activities you have prepared for your Literacy Bag. Please see Blackboard for more information on how to complete this assignment. <i>Electronic Portfolio slides due on Blackboard Due Dec 6</i>
Dec 4	Effects of Poverty on Language and Literacy Development	Hart and Risley article <i>The 32 Million Word Gap</i> The Word Gap: The Early Years Make the Difference (NEAYC)	

	Poverty and Language Development: Parenting and Stress Poverty and Access to Print	Perkins, Finegood and Swain (2013) Neuman and Celano (2001)	
Dec 6	Dyslexia		
Dec 8	Reading Day		
FINAL	Final portfolios due: In class poster fair during final		

Math and Science for Young Children
HDFS 42103 & 42102 Lab
Fall 2024

Instructor: Laura K. Herold, Ph.D.
Assistant Teaching Professor
Human Development and Family Science
Office: 16A, Human Environmental Science Building
Office Phone: 575-5162
Email: lkherold@uark.edu

Course Description:

Students will plan curriculum for young children ages 0-5 in the areas of math and science. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will design lesson plans for young children and will learn about effective implementation of curriculum.

Prerequisites:

HDFS 24703/24701L Child Guidance/Child Guidance Lab

Required Texts:

National Association for the Education of Young Children (2015) *Exploring Math and Science in Preschool*. Washington DC: NAEYC.

Cameron, A., Gallahue, P., & Iacoviello, D. (2020) *Early Childhood Math Routines: Empowering Young Minds to Think*. Washington DC: NAEYC.

Herolman, C. (2017) *Making and Tinkering With STEM: Solving Design Challenges with Young Children*. Washington DC: NAEYC.

[Infant and Toddler STEAM: Supporting Interdisciplinary Experiences with Our Youngest Learners](#)

National Association for the Education of Young Children Position Statement: [Early Childhood Mathematics: Promoting Good Beginnings](#)

National Sciences Teacher's Association Position Statement: [Early Childhood Science Education](#)

Additional readings as assigned.

Learning Goals:

Students should leave this class possessing knowledge, skills and dispositions of quality teachers who will be highly employable in the field of early childhood. Students will display competence in developmentally appropriate practice, curriculum, ethical conduct, professionalism, assessment, and developmental knowledge in the areas of math and science.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies. (*Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K, Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS)*)

1. Describe developmentally appropriate practices as they apply to preschoolers including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d; ADE 1.1-1.8; CEC 1.1, 1.3, 3.0; TESS-ATR 1a-1b; ATS 1b, 1d-1e, 2c, 2g, 2h, 3i-3j, 3l-3m, 4a-4c, 4j-4n, 8j-8o)
2. Plan a developmentally appropriate physical environment for preschoolers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.2; ATS 3i, 3k, 3n; CEC 2.0-2.1; TESS-ATR 2a-2e, 4b; ATS 3a-3h, 5s)
3. Plan and implement developmentally appropriate curriculum in the domains of math and science with measurable objectives, based on the Arkansas Frameworks Handbook for Three and Four Year Olds (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.3, 3.5- 3.8, 4.1-4.6, 4.7; CEC 1.0, 1.2, 2.2-2.3, 3.2-3.3, 4.0-4.4, 5.0-5.7; TESS-ATR 1c, 1e-1f, 3a-3d; ATS 1a, 1f-1g, 4d-4f, 4h-4i, 5a-5h, 5l-5p, 6a-6p, 7a-7c, 7e-7m, 8a-8i)
4. Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with special needs (NAEYC 1a, 1b, 1c; ADE 2.4, 3.2-3.3, 3.5-3.8; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS-ATR 1e, 2c; ATS 2a, 2b, 2f, 2h, 3k)
5. Compile and create a developmentally appropriate lesson plan for preschoolers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b,3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.3, 3.5-3.8; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS-ATR 1e; ATS 2a-2b, 2e-2f, 2h-2i, 3k, 3.2-3.3, 7d, 8a-8i))
6. Demonstrate developmentally appropriate experiences for preschoolers covering the domains of math and science, including for children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.3, 3.5-3.8; CEC 1.0, 1.2, 2.2-2.3, 3.1-3.3, 5.0-5.7; TESS-ATR 1e; ATS 7a, 7f)
7. Compile developmentally appropriate weekly plans for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.3, 3.2-3.3, 3.5-3.8; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS-ATR 1e; ATS 2a, 2b, 2f, 2h, 3k)
8. Supplement experiences/lesson plan in the domains of math and science with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, ADE 2.3, 3.2-3.3, 3.5-3.8; TESS-ATR 1e; CEC 1.0, 1.2; TESS-ATR 1e; ATS 4f-4g, 8a)
9. Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c, 3d; ADE 2.3, 4.4, 5.1-5.4, 6.8; CEC 5.5, 7.0-7.1; TESS-ATR 4c; ATS 1c, 1k, 2d, 2j, 5r, 7m, 8c, 10m)
10. Compare and analyze different curriculum approaches and models for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, ADE 2.3; CEC 3.0; TESS-ATR 1d; ATS 4p, 5r, 8n)
11. Students will demonstrate professional behavior according to NAEYC and CEC standards, Code of Ethical Conduct, and the philosophy and objectives of the UA JTCDS (NAEYC 6a, 6b; ADE 5.6-5.7, 6.1-6.5, 6.9; CEC 6.0-6.6, 7.-7.2; TESS-ATR 4a, 4d-4e; ATS 1h-1j, 2l-n, 3n-3r, 4q-4r, 5i-5k, 6q-6v, 7n-7q, 8p-s, 9a-o, 10a-t)

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real-world experience. This is a constructivist approach to

teaching. In your work with children and families, you will be called upon, again and again, to use a variety of skills and practices. Responsibility to learn rests squarely upon you. Having said that, you can expect to be part of a professional learning community, and to have the full support of the instructors and early childhood experts partnering to guide your learning.

Policies

Academic honesty

“Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments, actions, and attendance in class and lab. The instructor will forward any academic integrity infractions to the Academic Integrity Monitor. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see me if you are unsure about what constitutes academic dishonesty. (See Unauthorized Use of Technology for a Quiz or Examination below).

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Course Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Due dates

Due dates given on the attached schedule and/or specified in blackboard are to be respected. Late work will be collected with sufficient documentation that supports the late work and at the instructor’s discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

Equal and Respectful Treatment

The University faculty, administration, and staff are committed to providing an equal education opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted upon this campus.

Face Coverings on Campus

The Public Health Emergency for COVID-19 ended on May 11, 2023. Free mask are available on campus.

Professional Behavior

Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally during remote meetings throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSC Handbook, and

NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner. Respect yourself, UA property and facilities, fellow students, and the instructor. *During our meetings do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself.

Recording of Class Lectures

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.
- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share,

or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

Use of Generative AI

Prohibited: The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

Weather

Class may be canceled due to inclement weather. Listen for announcements on T.V. and radio. Call 575-7000 for an all-university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Assignments:

Please see complete details and instructions for assignments on Blackboard.

Lecture course:

- Philosophy Statement - Students will compose and finalize a personal philosophy of teaching young children. This will include a section on math and science learning in which students exemplify their image of the child, knowledge of classroom environments, and understanding of early childhood teaching with concrete descriptions of best practices in math and science learning.
- Action Research Project and Presentation - Students will coordinate a group action research project focused on the domains of math and science. They will gather research articles, collect research data, and analyze research results. Groups will present research projects during a presentation at the end of the semester.
- Electronic Portfolio Slides – Students will compose three (3) slides representing competencies gained during the course as they correlate to NAEYC learning standards.

Lab Course

- Curriculum Plans – Students will develop, teach, and reflect on four (4) small-group activities, two focused on math and two focused on science. Students will also develop, implement, and reflect on one (1) large-group STEAM activity.
- Curriculum Model – Choose a curriculum model exemplifying Developmentally Appropriate Practice (High/Scope, Creative Curriculum, Project Approach, Reggio Emilia, Project Construct) and write a 5-8 page essay describing the curriculum model and critically analyzing it. In particular, how does your chosen curriculum model frame math and science learning for the child and the educator?

GRADES

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

<u>Lecture Assignment</u>	<u>Points</u>	<u>Lab Assignment</u>	<u>Points</u>
<u>Class Participation</u>	<u>100</u>	<u>Lab Hours and Observations at the JTCDSC</u>	<u>100</u>
<u>Action Research Project and Presentation</u>	<u>150</u>	<u>Curriculum Model Paper</u>	<u>100</u>
<u>Philosophy Paper</u>	<u>100</u>	<u>Small Group Provocations/Activities</u> <u>[15 Plan; 15 Documentation]</u>	<u>120</u>
<u>Electronic Portfolio Slides</u>	<u>60</u>	<u>Large Group Provocation/Activity</u> <u>[15 Activity Plan; 15 Documentation]</u>	<u>30</u>
<u>Total</u>	<u>410</u>	<u>Total</u>	<u>350</u>

TENTATIVE SCHEDULE (subject to change with notice)

Week	Topics	Lab
Week 1	Orientation to the course; Cognitive development in domains of math and science learning; Intentional teaching and best practices in math and science; Approaches to learning	<i>Exemplar videos, one-page reflection</i>
Week 2	Mathematical skills: Counting and subitizing; Adding and subtracting; Sorting and classifying; Composing number and place value	<i>General observation from observation room; discussion board</i>
Week 3	Math environments: Infants through kindergarten	<i>Math focused observation and discussion</i>
Week 4	Planning math experiences: Play and mathematical thinking	<i>Small group plan 1 due: Math</i>
Week 5	Planning math experiences: Adult led learning with infants, toddlers, and preschoolers	<i>Peer review/reflection of small group experience 1: Math</i>
Week 6	Planning math experiences: Adult led learning in kindergarten	<i>Small group plan 2 due: Math</i>
Week 7	Scientific process and scientific content: Scientific method; cognitive discrepancy; Problem solving; Teacher's role in the curious classroom	<i>Peer review/reflection of small group experience 2: Math</i>
Week 8	Science environments: Infants through kindergarten	<i>Science focused observation and discussion</i>
Week 9	Planning science experiences: Play and scientific thinking	<i>Small group plan 3 due: Science</i>
Week 10	Planning science experiences: Adult led learning with infants, toddlers, and preschoolers	<i>Exemplar video viewing and Blackboard discussion</i>
Week 11	Planning science experiences: Adult led learning in kindergarten	<i>Peer review/reflection of small group experience 3: Science</i>
Week 12	Math and science learning: Using inquiry as instructional approach; Integrating science and math learning across the curriculum	<i>Peer review/reflection of experience 4: Science</i>
Week 13	STEAM and Tinkering; Project-based learning	<i>Large group STEAM plan due</i>
Week 14	Action Research Presentations	<i>Peer review/reflection of small group experience 4: Science</i>
Week 15	Action Research Presentations	<i>Peer review/reflection of large group STEAM plan due</i>

HDFS 42203 & 42202L Creative and Social Experiences for Young Children

Course Description:

Students will plan curriculum for young children ages 0-5 in the areas of the arts and social emotional learning. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will design lesson plans for young children and will learn about effective implementation of curriculum.

Prerequisites:

HDFS 2473/2471L Child Guidance/Child Guidance Lab

Required Texts:

Bentley, D. F., (2013). *Everyday Artists; Inquiry and Creativity in the Early Childhood Classroom*. Teachers College Press.

Koralek, D. (2005) *Spotlight on Young Children and the Creative Arts*. DC: NAEYC.

Procopio, R. & Bohart, H. (2017) *Spotlight on Young Children: Social and Emotional Development*. Washington DC: NAEYC.

Riley, D., San Juan, R., Klinker, J., & Ramminger, A., (2007). *Social & Emotional Development: Connecting Science and Practice in Early Childhood Settings*. Redleaf Press

Additional readings as assigned.

Remember: The JTCDS is a nut free building. Do not bring items containing nuts in the building. In in doubt, do not bring it in.

Learning Goals:

Students should leave this class possessing knowledge, skills and dispositions of quality teachers who will be highly employable in the field of early childhood. Students will display competence in developmentally appropriate practice, curriculum, ethical conduct, professionalism, assessment, and developmental knowledge in the creative arts and social emotional learning.

Learning Objectives

By the end of the semester, students will possess the following behaviors and competencies.

(Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K), Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS)

1. Describe developmentally appropriate practices in the areas of the creative arts and social learning as they apply to infants, toddlers, preschoolers, and kindergarteners, including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d; ADE 1.1-1.8, 4.1-4.3, 4.6-4.10, 5.1-5.11, 5.14, 5.25- 5.31; CEC 1.1, 1.3, 3.0; TESS-ATR 1a-1b; ATS 1b, 1d-1e, 2c, 2g, 2h, 3i-3j, 3l-3m, 4a4c, 4j-4n, 8j-8o)
2. Plan a developmentally appropriate physical environment in the areas of the creative arts and social learning for preschoolers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c; ADE 4.6- 4.10; ATS 3i, 3k, 3n; CEC 2.0-2.1; TESS-ATR 2a- 2e, 4b; ATS 3a-3h, 5s)
3. Plan and implement developmentally appropriate curriculum in the domains of the creative arts and social emotional learning with measurable objectives, based on the Arkansas Frameworks Handbook for Three and Four Year Olds (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c; ADE 4.6-4.10, 5.1-5.5; CEC 1.0, 1.2, 2.2-2.3, 3.2-3.3,4.0-4.4, 5.0-5.7; TESS-ATR 1c, 1e-1f, 3a-3d; ATS 1a, 1f-1g, 4d-4f, 4h-4i, 5a-5h, 5l-5p, 6a-6p, 7a7c, 7e-7m, 8a-8i)
4. Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with special needs (NAEYC 1a, 1b, 1c; ADE 4.1-4.3, 5.1-5.11 ; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS-ATR 1e, 2c; ATS 2a, 2b, 2f, 2h, 3k)
5. Compile and create a developmentally appropriate lesson plan in the areas of the creative arts and social learning for preschoolers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b,3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 4.1-4.3, 5.1-5.11, 5.14, 5.25-5.31, 7.1, 7.3; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS-ATR 1e; ATS 2a-2b, 2e-2f, 2h-2i, 3k, 3.2-3.3, 7d, 8a-8i)
6. Demonstrate developmentally appropriate experiences for preschoolers covering the domains of the creative arts and social emotional learning, including for children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 4.1-4.4, 7.1, 7.3; CEC 1.0, 1.2, 2.2- 2.3, 3.1-3.3, 5.0-5.7; TESS-ATR 1e; ATS 7a, 7f)
7. Compile developmentally appropriate weekly plans for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c; ADE 4.1-4.3, 5.1-5.11, 5.14, 5.25-5.31, 7.1, 7.3; CEC 1.0, 1.2, 2.2-2.3, 5.0-5.7; TESS-ATR 1e; ATS 2a, 2b, 2f, 2h, 3k)
8. Supplement experiences/lesson plan in the domains of the creative arts and social emotional learning with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, ADE 1.1-1.8, 4.2, 4.3, 5.1- 5.11, 7.1, 7.2; TESS-ATR 1e; CEC 1.0, 1.2; TESS-ATR 1e; ATS 4f-4g, 8a)
9. Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c, 3d; ADE 2.2-2.4, 2.9, 4.1- 4.6; CEC 5.5, 7.0-7.1; TESS-ATR 4c; ATS 1c, 1k, 2d, 2j, 5r, 7m, 8c, 10m)
10. Compare and analyze different curriculum approaches and models for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, ADE 1.8, 5.1; CEC 3.0; TESS-ATR 1d; ATS 4p, 5r, 8n)
11. Students will demonstrate professional behavior according to NAEYC and CEC standards, Code of Ethical Conduct, and the philosophy and objectives of the UA JTCDSC (NAEYC 6a, 6b; ADE 6.1-6.9; CEC 6.0-6.6, 7.-7.2; TESS-ATR 4a, 4d-4e; ATS 1h-1j, 2l-n, 3n-3r, 4q- 4r, 5i-5k, 6q-6v, 7n-7q, 8p-s, 9a-o, 10at)

HDFS 4223

Expectations for Students

- Come to class on time and prepared. Participate in class.
- Meet deadlines.
- Conduct yourself professionally while in the classroom.
- Show respect to others in your class.

Class Policies

Policies for this class are consistent with the University policies as printed in the Student Catalog. This syllabus cannot duplicate the catalog; therefore, students need to familiarize themselves with the policies as published by the University of Arkansas as well as those outlined below specific to this course.

Attendance

Your attendance in class will make the difference between successful performance and failure to perform as well. Everything you need to know to be successful will be available in class or you will be directed to resources in class. If you miss a class, it is your responsibility to get notes from a fellow classmate, not the instructor. There will be information presented during class that is not in your textbook. Any information discussed during the virtual sessions can be on the exams. University policy says “Students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes.” Because it is impossible to duplicate an entire class session just for you, the only way to stay fully informed is to attend class. According to the University policy, excusable absences are illness of the student, serious illness or death of a member’s immediate family or other family crisis, University sponsored activities for which attendance is required by virtue of scholarship or participation, and religious observances.

Communication

During the semester, you will be utilizing Blackboard and lecture sessions for announcements, content, and discussions. The best way to reach me is through email. I try to respond to emails in a timely manner. All emails must be sent through the uark.edu email system to dtimby@uark.edu. Please type **HDFS 42203** I may not respond to emails if **HDFS 42203** is not in the subject line. If you would like to meet with me face-to-face, you are welcome to contact me you are welcome to stop by my office HOEC 7b during office hours or make an appointment.

Professional Behavior

Students are expected to make the same commitment to the course as to a professional position. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor. During class carry on side conversations, do other assignments, text, or check email/cell phone messages. Be responsible for yourself. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade

HDFS 4222L

Course Requirements

- Come to lab observations **on time and prepared.**
- *No cell phones in observation rooms or lab classrooms.*
- Meet deadlines.
- Conduct yourself professionally while in the classroom and its laboratory.
- Show respect to others in your class.
- Complete the required lab lessons and submit them to blackboard on time.
- No laptops in the observation rooms.

Class Policies

Policies for this class are consistent with the University policies as printed in the Student Catalog. This syllabus cannot duplicate the catalog; therefore, students need to familiarize themselves with the policies as published by the University of Arkansas as well as those outlined below specific to this course.

Communication

During the semester, you will be utilizing Blackboard for announcements, content, and discussions. Please check it regularly. The best way to reach me is through email. I try to respond to emails in a timely manner. All emails must be sent through the uark.edu email system. Please type HDFS 4222L in the subject line. I may not respond to emails if **HDFS 42202L** is not in the subject line. If you would like to meet with me face-to-face, you are welcome to stop by my office during office hours or setting up an appointment.

Missed Lab

If you are ill or have another emergency and cannot attend your lab session, you are to notify me and your mentor educator through an email prior to missing. You need to email your mentor teacher and cc me in on the email. If you do not notify both of us prior to your scheduled lab time, you will have deducted from your lab professionalism grade.

Lab sessions can be made up; however, make-up labs must be approved and arranged in advance. If you miss a lab, you can make it up within a week from missing. Example: If you are absent from your scheduled Monday lab, you have until the following Monday to make up the lab. You must schedule make up labs with your mentor educator.

If for some reason you cannot make up the lab within the week, you can make up two labs during the last week the semester. You will only be permitted to make up two labs the last week of classes.

JTCDSO and Closure

You cannot schedule a make-up lab when the JTCDSO is closed for Professional Development or University Holidays. Below are the scheduled closing dates. These dates are subject to change.

February 23

March 21 & 22

April 5

Remember: The JTCDSO is a nut free building. Do not bring items containing nuts in the building. In in doubt, do not bring it in.

Confidentiality

Confidentiality is very important for the sake of the real children and families at the JTCDS. Do not talk about the children or their behavior outside of **THIS** classroom. Do not speak about children in front of them. Do not contact parents or approach them outside of the Center. This is a very important part of professionalism. Please review the Jean Tyson Development Study Handbook as well NAEYC's Statement of Ethical Conduct (this will be uploaded to Blackboard asap).

Observations at JTCDS

All observations are to be done at the JTCDS on Douglas. No other site will be approved. Students are not permitted to have cell phones, laptops, and other mobile devices in the observation rooms. Students are not allowed to take pictures of the children. This is to protect the children's privacy. Please use the locker in room 123 or the room across the hall from our classroom (116) to stow your personal belongings while you observe.

Before attending face to face lab, you are required to complete a lab orientation, submit child maltreatment form, and complete mandated reporter training.

The Jean Tyson Child Development Study Center Dress code

You should wear jeans, long pants, skirts, or shorts that do not show your intimate areas. Necklines should also be modest. You must wear shoes while at the JTCDS. These shoes are comfortable, as you never know when you will be on the playground or taking a walk with the class. Do not wear perfume or other scents while at the center as some children as well as adults have allergies to these. Please refer to the JTCDS handbook for more detailed information about the dress code.

Aprons

You will wear an apron that reads "UA Student." These should always be worn when interacting in the classrooms.

Parking

The parking in the front of the building is for loading and unloading children. If you park in front of the JTCDS you may be ticketed or towed.

Lab Attendance & Professionalism

Students are expected to make the same commitment to the course as to a professional position. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, and the instructor, Be responsible for yourself.

Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. **Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade.**

Do not work on other assignments while in the observation room or in the classroom. **Turn off and put away cell phones.** You can stow your phones in a locker. If you are found working on other assignments or with your cell phone in an observation room or classroom, you will be asked to leave the center. **You will not be able to receive 0 points for attendance for the lab and you will receive a 0 on the lab assignment.** You will not be able to make up the lab. Be responsible for yourself. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc.

Signing in and Out of Labs

You will use the electronic check-in system at the JTCDSO to record your attendance. You are required to keep track of your own lab time. If you do not check-in and or check-out using your thumbprint, your attendance will not be logged, therefore you will not receive credit for the lab time. If you do not sign the sign-in sheet in your assigned classroom your one hour of interacting will not be logged, therefore you will not receive credit for the interaction time **(even if your checked in and out with your thumbprint)**. You will be responsible for making up the missed time. **If your sign in does not go through (on Procure) when you sign in, go to the JTCDSO Office immediately.** Let one of the administrators know that you cannot sign in. One of the administrators will help you. You need to let me know, as well. **You can forget to sign-in or sign-out one time without having to make up the lab.** You must complete 2 hours each lab. You cannot bank hours.

If you forget your ID, you might not be allowed in the building.

Academic Dishonesty/Plagiarism

Be honest and ethical in your approach to this class, including the exams you take, the papers you write, and the attendance records you keep. Policy states, *“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs for study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”*

Dishonesty of any kind with respect to examination, course assignments, or alteration of records shall be considered cheating. This includes plagiarism, hiring others to do your work, or cheating in any other form, including making it possible for others to cheat. Any student who helps another student cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty in the Catalog of Studies.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my student hours, and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination. The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class: Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.

Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.

Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.

The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.

Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Concealed Handguns

Act 859 prohibits individuals even with requisite certifications and endorsements from carrying a concealed handgun into a public-school K-12, public prekindergarten, or public daycare facility (UA General Council, 2017). This includes the JTCDCS. Individuals known to carry a concealed handgun into the Center will be asked to leave immediately and may not re-enter the building until the handgun is safely stored in a locked vehicle in a publicly owned and maintained parking lot. For more information regarding Guns on Campus and how the Campus Carry legislation impacts UA please visit: https://urldefense.proofpoint.com/v2/url?u=http-3A_www.uasys.edu_wp-2Dcontent_uploads_2017_04_UASYS-2DFAQ.pdf&d=DwIGaQ&c=7ypwAowFJ8v-mw8AB-SdSueVQgSDL4HiiSaLK01W8HA&r=XAp26OaPvWqfF17S8RkZyBXk-z4niim7qk3ITrUp8cA&m=Gf262GMaWsNFIU_gF1JKlfSbu-om4Crl15F6Df9Q6WE&s=gJwT3GiMOcJjM53xhJn-nxBY7sgndyZIFZFeOx3EoJg&e=

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “*Concealed handguns will not be allowed at athletic events or in the Jean Tyson Child Development Study Center, nor will they be allowed to be stored in residence halls.*” **Active Shooter**

If there is an active shooter situation, UA guidelines instruct you to trust your instincts to avoid, deny access, and defend. See entire suggestions at http://housing.uarkk.edu/Residential_Facilities/Active_Shooter_Guidelines.php.

Weather

Class may be canceled due to inclement weather – although this is unlikely since this class is online this semester. Listen for announcements on T.V. and radio. Call 575-7000 for an all- university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Student Support Mental Well-Being

The University of Arkansas recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Counseling & Psychological Services (CAPS) on campus at 575-CAPS (2277). This service is available with varying fee structures for students. More information is also available at <http://health.uark.edu/mental-health/index.php>.

Center for Educational Access

If you are eligible for services through special campus access service, including services for learning disabilities, you need to inform the instructor within the first two weeks of class. The instructor will also receive verification form CEA to initiate services for you. The instructor understands such needs and will do everything possible to accommodate your needs.

Writing Center

For assistance with writing, referencing, APA style, or to have someone diagnose your errors and teach you to correct them, please seek help from The Quality Writing Center: KIMP 316 / 575-6747 / writcent@uark.edu <http://qwc.uark.edu/>

A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations: <http://www.uark.edu/academics/academic-support.php>

Assignments

Class Assignments

- Turn in all assignments by the due date.
- **Late work will not be accepted.**
- Remember, it is your responsibility to turn work in on time. If you have Blackboard trouble, contact the people at bbhelp@uark.edu. 479-575-4357
- You are responsible for checking Blackboard or with the instructor to make sure the work you turn in is there and able to be opened. You should save (screenshot) ALL Blackboard submission confirmation
- **Complete details and instructions for assignments discussed during class and available on Blackboard.**

Lecture Course:

- In-Class Participation/Activities and Professionalism: Class will be held each Tuesday and Thursday. During this time, students will be participating in class activities. Students will receive points for engaging and participating in the activities. **If a student has four or more unexcused absences his/her grade will be deducted a letter grade.** Attendance is very important and will be recorded each time the class meets for lecture.
- Weekly Assignments: There will be assignments/quizzes, as well as, discussions, and written reflections that require you to reflect upon and provide a personal account of the concepts from the text/lecture/labs. Weekly assignments are located in the Weekly Readings/Assignment folder. These are due on Blackboard. Each assignment/quiz will typically be due the Sunday following the date it was assigned, unless noted otherwise. There will **not** be an assignment each week.
- Song/Fingerplay Presentations: Each student will choose three songs or fingerplays that are developmentally appropriate for young children, of specific age groups and present it to the class. **Students will provide class members with the words and movements to the song or finger play.** Requirements: 1 song or fingerplay developmentally appropriate for infants; 1 song or fingerplay developmentally appropriate for toddlers; and 1 song or fingerplay developmentally appropriate for preschool aged children. Students will also use these songs and fingerplays in their lab classrooms.
- Song/Finger Play Booklet: Each student will create a song/finger play booklet. At a minimum, the booklet will contain fingerplays and songs provided by peers.
- Journal Article Analysis: Students will select six articles to read from the text (NAEYC Spotlight Journals) and answer reflections questions about the article. Choose three articles from each journal. Template will be provided.
- Experience/Curriculum Journals: Students will journal about the first two experience plans. These journal experience may be available to the families whose children are enrolled in the classroom, in which, the plan was implemented. The JTCDS Administration Team will review and send experience journals to families using the Procure Communication Apps.
- Janis Shipley Workshop: Throughout the semester, students will be learning about the importance of professional development and how educators can learn from one another. On April 6, 2024, students will be able to experience an early educator conference, firsthand through the Janis Shipley Workshop. Prior to and during the workshop, students will learn and reflect on

how creative experiences support the whole child with a particular focus on social and emotional learning. Students will 1. Assist mentor teachers collect documentation for their presentations; 2. Attend the Shipley Workshop; and 3. Reflect on educators embed social/emotional learning through areas of creativity and aesthetics. If students cannot attend workshop, the students will be given an alternate assignment. This assignment will be a 10-page research paper. More information about the workshop and alternate assignment will be given during class.

- Curriculum/Experience Plans Presentation: Students will present their curriculum/experience plans. More information to follow.
- Electronic Portfolio Slides: Students will compose three (3) slides representing competencies gained during the course as they correlate to NAEYC learning standards.

Lab Course

- Arkansas Mandated Reporter Training: Each student will complete the Arkansas Mandated Reporter Training. A certificate showing you completed the course within the past year will be accepted. This has to be completed before attending face to face lab.
- Child Maltreatment Form: Students in this class are required to fill out a State of Arkansas Maltreatment Form as part of the Central Registry Check. This state law is to protect the children at this and every other center in the state. Completed, notarized forms must be turned in to me in class by the due date.
- Lab Hours and Observations at the JTCDS: Students are required to attend lab at the JTCDS twice a week. Students will be in lab for a total of 4 hours a week; 2 hours each day. **If a student is absent four or more labs his/her grade will be deducted a letter grade.**
- Weekly Lab Assignments: Students will be assigned weekly assignments for lab. Lab forms and assignment will be uploaded to Blackboard prior to lab. If the assignment requires a lab form, it is your responsibility to complete the lab assignment on the correct lab form. Students will receive a 0 for each lab assignment not completed on the correct form. These assignments will help students prepare for curriculum experience plans.
- Curriculum/Experience Plans: Students will develop, implement, and evaluate three caregiving/curriculum/experience activities for young children. These activities should be developmentally and individually appropriate as well as promote developmental progress. Students are required to implement experiences with peers before implementing plans with the children.
- Action Research Project: Students will complete a group research project involving: gathering research articles, conducting research in the lab, collecting the research data, and analyzing the results. Topic of research project will be assigned and discussed in class. Students will document research projects and present findings at the end of the semester using a PowerPoint presentation.
- Peer Shadowing: Students will shadow peers of different placements. Details of this assignment will be discussed during class.
- Professionalism: Students are expected to make the same commitment to the course as to a professional position. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and lab. Respect yourself, UA property and facilities, fellow students, the instructor, mentor teachers, parents, and children. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDS Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Absences, lateness, or inadequate preparation or participation may affect final course grade by a letter grade.

Grades

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

Developmental Assessment in Early Childhood
HDFS 42303
Fall 2024

Instructor: Laura K. Herold, Ph.D.
 Assistant Teaching Professor
 Human Development and Family Science
 Office: 16A, Human Environmental Science Building
 Office Phone: 575-5162
 Office Hours: After class MWF and by appointment
 Email: lkherold@uark.edu

Course Description:

Students will learn about developmentally appropriate observation, assessment, and documentation techniques and how to use these in high quality early childhood classrooms. Advantages and limitations of various assessment techniques, considerations used when interpreting findings, and the and making referrals will be discussed. Additional emphasis will be on anti-biased and culturally competent assessment, giving students methods to recognize and support learning and development in all young children.

Required Texts:

Bohart, H., & Procopio, R. (2018). *Spotlight on Young Children: Observation and Assessment*. Washington DC: NAEYC.

Shore, E. & Grace, C. (2005). *The portfolio book: A step-by-step guide for teachers*. Upper Saddle River, NJ: Pearson Education, Inc

Derman-Sparks, L. & Edwards, J. O. (2020). *Anti-Bias Education for Young Children and Ourselves*. Washington DC: NAEYC.

National Association for the Education of Young Children Position Statement: [Early Childhood Curriculum, Assessment, and Program Evaluation](#)

National Association for the Education of Young Children: [Where we stand on assessing young English language learners](#).

National Association for the Education of Young Children Position Statement: [School Readiness](#)

Additional readings as assigned.

Learning Goals:

Students will leave this class possessing knowledge, skills and dispositions of quality teachers who will be highly employable in the field of early childhood. Students will display competence in developmentally appropriate assessment, and documentation of children's learning and development. They will learn to gather data about children's interests and abilities and their growth and learning over time. They will develop and use

authentic performance-based assessment and documentation strategies and use observation as a planning and assessment tool. Students will understand ethical best practices in early childhood education, including anti-biased, inclusive, and culturally competent assessment methods. Finally, students will be able to effectively communicate with parents, colleagues, and administrators about observations and assessments and the implications for children's learning.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies. (*Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K, Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS)*)

1. Understand the importance and relevance of developmental domains, contexts, and terminology for observation and assessment of young children's development and learning. (ADE: 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 3.1-3.9, 4.1, 4.3, 4.6, 4.7, 4.9, 4.10, 5.1, 5.2, 5.5-5.11, 7.3 ATS: 1a, 1b, 1d-1k,)
2. Demonstrate use of appropriate formal and informal assessment methods, tools, instruments, and strategies for use in child, classroom, and program evaluation. (ADE: 3.1-3.9, ATS:)
3. Demonstrate familiarity with documentation, portfolio development, and other procedures designed to meet program needs at the local, state, and national levels. (ADE: 3.1-3.9, 6.1, 6.3, 6.4, 6.5, 6.7, ATS:)
4. Identify and select appropriate screening tools and/or assessment procedures to meet specific purposes and audiences, including screening and IEP/IFSP planning. (ADE: 2.2, 2.3, 3.1-3.9, ATS:)
5. Understand implications of cultural, linguistic, environmental, and family influences on observation, assessment, and goal-setting methods and approaches for all young children. (ADE: 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 4.1, 4.3, 4.6, 4.7, 4.9, 4.10, ATS:)
6. Understand the importance of legal and ethical responsibilities when gathering and sharing information about children. (ADE: 6.1, 6.3, 6.4, 6.5, 6.7, 7.1, 7.3, ATS:)
7. Demonstrate understanding of the need to collaborate with families in all aspects of the assessment process, as well as identify strategies to accomplish this goal. (ADE: 2.2, 2.3, 3.1-3.9, 4.1, 4.3, 4.6, 4.7, 4.9, 4.10, ATS:)
8. Demonstrate an understanding of the appropriate analysis and interpretation of assessment data relative to varied purposes, including meeting Arkansas Child Development and Early Learning Standards and informing classroom instruction. (ADE: 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 3.1-3.9, 5.1, 5.2, 5.5-5.11, ATS:)
9. Demonstrate professional behavior according to NAEYC and CEC standards, Code of Ethical Conduct, and the philosophy and objectives of the UA JTCDS (NAEYC 6a, 6b; ADE 5.5-5.7, 6.1-6.5, 6.9-6.11; CEC 6.0-6.6, 7.-7.2; TESS-ATR 4a, 4d-4e; ATS 1h-1j, 2l-n, 3n-3r, 4q-4r, 5i-5k, 6q-6v, 7n-7q, 8p-s, 9a-o, 10a-t)

Teaching Philosophy

Ample research indicates that we learn best by being engaged and involved in the learning experience. Therefore, this class seeks to involve students, not just lecture them. We will use discussions, interaction activities, simulations, informal surveys, and real-world experience as we seek to understand parenting and family dynamics in contemporary family systems in the United States today. This is a constructivist approach to teaching. In your work with families and children, you will be called upon, again and again, to relate to families which come in a variety of forms and deal with a variety of issues. Rote learning of facts will do you little good. Rather, you will need to be ready to function appropriately, in a way that meets the needs of clients of all ages. Responsibility to learn rests squarely upon you.

Policies

Academic honesty

“Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2011). There will be zero tolerance for cheating, lying, or stealing in relation to assignments, actions, and attendance in class. The instructor will forward any academic integrity infractions to the Academic Integrity Monitor. Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see me if you are unsure about what constitutes academic dishonesty. (See Unauthorized Use of Technology for a Quiz or Examination below).

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Course Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact ada@uark.edu or visit <http://cea.uark.edu> for more information on registration procedures).

Due dates

Due dates given on the attached schedule and/or specified in blackboard are to be respected. Late work will be collected with sufficient documentation that supports the late work and at the instructor’s discretion. The grade will be penalized by 5% per each day late, including weekends and non-class days.

Equal and respectful treatment

The University faculty, administration, and staff are committed to providing an equal education opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted upon this campus.

Face Coverings on Campus

Face coverings are required inside campus buildings. If you require accommodations due to physical or other restrictive conditions, please contact the Center for Educational Access.

Professional behavior

Students are expected to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally during remote meetings throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, UA JTCDSO Handbook, and NAEYC readings regarding: appropriate classroom behavior, confidentiality, appropriate interaction techniques, etc. Failure to comply with these requirements may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word,

and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner. Respect yourself, UA property and facilities, fellow students, and the instructor. *During our meetings do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for cleaning up after yourself.

Recording of Class Lectures

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

Unauthorized Use of Technology for a Quiz or Examination

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

The following is not all inclusive of what is considered academic misconduct for quizzes or examinations. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face (in person) class:

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or exam question posted to GroupMe or WhatsApp is considered academic misconduct.
- Giving advice, assistance, or suggestions on how to complete a question associated with a quiz or examination is considered academic misconduct.
- The use of online websites (Quizlet, Chegg) or search engines (Google) when exam instructions indicate these are not allowed is considered academic misconduct.
- Gathering to take an online quiz or exam with others and sharing answers in the process is considered academic misconduct.

Please note: If a student or group of students are found to be exchanging material associated with a quiz or examination through any form of technology (GroupMe, WhatsApp, etc.) or using any unauthorized resources (Googling answers, use of websites such as Quizlet, Course Hero, Chegg, etc.), I am required to report this matter per the University of Arkansas Academic Integrity Policy.

Unauthorized Recording by Student

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Class Recordings

Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy

interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use and Distribution of Class Notes

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let me know if you are uncertain about the use of a website.

Use of Generative AI

Prohibited: The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

Weather

Class may be canceled due to inclement weather – although this is unlikely, since this class is online this semester. Listen for announcements on T.V. and radio. Call 575-7000 for an all-university announcement. Consult KUAF Radio 91.3 FM or at the UA website (www.uark.edu). All UARK and BASIS accounts will be notified through the RazALERT system.

Assignments:

Please see complete details and instructions for assignments on Blackboard.

- Administration of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). You are required to administer the DIBELS to a kindergarten child. (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute)

fluency measures used to regularly monitor the development of pre-reading and early reading skills. You will score the test and turn it a written report describing the results of this assessment.

- Administration of the Developmental Reading Assessment (DRA). You are required to administer the DRA to a kindergarten child. The DRA is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection. You will score the test and turn it a written report describing the results of this assessment.
- Administration of Battelle Developmental Inventory, Third Edition Standardized Screening Test (BDI-3). You are required to administer a standardized screening test to an infant, toddler, or preschooler. You will use the screening test used by the school to which you are assigned. You will score the test and turn it a written report describing the results of this assessment.
- Evaluate an early childhood setting using the Infant Toddlers Environmental Rating Scale – Revised Edition or the Early Childhood Environmental Rating Scale – Revised Edition. Submit written assessment report. See Blackboard for more information
- Documentation Panel. Students will work to create a documentation panel. See Blackboard for more information.
- Electronic Portfolio Slides – Students will compose three (3) slides representing competencies gained during the course as they correlate to NAEYC learning standards.

GRADES

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59% or less.

<u>Lecture Assignment</u>	<u>Points</u>
<u>Class Participation (attendance and small class assignments)</u>	<u>90</u>
<u>DIBELS Assessment</u>	<u>40</u>
<u>DRA Assessment</u>	<u>30</u>
<u>BDI Assessment Short Response</u>	<u>10</u>
<u>ITERS/ECERS Assessment</u>	<u>50</u>
<u>Documentation Panel</u>	<u>50</u>
<u>Anti-Biased Assessment short paper</u>	<u>60</u>
<u>Electronic Portfolio Slide</u>	<u>20</u>
<u>Total</u>	<u>350</u>

TENTATIVE SCHEDULE (subject to change with notice)

See Blackboard for detailed weekly plans

Week	Topics
Week 1	Orientation to the course; Introduction to the assessment cycle; Common assessment terms and core concepts; Triangulating assessment
Week 2	Observations and Learning Stories
Week 3	Documentation
Week 4	Documentation
Week 5	Portfolios
Week 6	Assessment tools: Ages and Stages; The Ounce Scale
Week 7	The Work Sampling System
Week 8	Assessing Environments; ITERS and ECERS
Week 9	Assessment tools: The DIBLES, the DRA, the BDI-3
Week 10	Assessment tools: The DIBLES, the DRA, the BDI-3
Week 11	Assessing Dual-Language Learners
Week 12	Anti-Biased Assessment
Week 13	“Kindergarten Readiness”; Combating Assessment Fatigue in Kindergarten; Developing a Performance-Based Report Card
Week 14	Effective communication with stakeholders; engaging families in the process
Week 15	TBD

Building Family and Community Relations Spring 2023

Instructor: Tara Lechtenberger

Office Hours- Virtually by appointment using Collaborate or in person if scheduled in advance.

Telephone 479-790-1798

Course Description:

This course will help students interested in early childhood to value the role parents play in schools and the role schools play in a community. Various models of parent involvement will be explored. Students will plan a school-community collaborative which values diverse cultures. Prerequisite: HDFS majors or HDFS minors, or instructor consent.

Course Overview:

This course will help students interested in early childhood to value the role parents play in schools and the role schools play in a community. This course examines various ways of enhancing children's development through promoting positive interrelationships among teachers, parents and others in the community. Using an ecological systems framework, the course builds knowledge of the roles of diverse family structures, cultural identities, stressors and supports, economic circumstances, and community characteristics and resources in facilitating child development. This is a senior level course, and assignments are planned with the assumption that students bring a foundational understanding of child development, the role of family, and components of quality early childhood education.

Learning Goals:

Learners develop skills needed for communicating effectively with families, facilitating parent support and education, and promoting family involvement with schools as well as utilization of community resources.

Learning Objectives:

By the end of the semester, students will possess the following behaviors and competencies.

(Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K), Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS))

1. Explain how various aspects of family structures, parenting skills, ethnicity, and socioeconomic status affect children's development and learning. (NAEYC 1a, 1b, 1c, 2a, 2b, and 2c; ADE 1.3, 1.4, 1.6, 1.8; ATS 2d, 2j, 2k, 2m, 3l, 5g, 7i, 7o, 8c, 8k, 8n, 8p, 9j, 9m, 10l, 10m, 10o, 10q; CEC 2.1, 5.1, 6.2, 6.3; TESS-ATR 1b)
2. Demonstrate interpersonal communication skills that foster mutual respect and that encourage families to be active participants in their children's growth and development. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4b, 5a, 5b, 5c, ADE 6.1, 6.3; ATS 1c, 1k, 3a, 3f, 9e, 10g, 10l, 10m, 10n, 10o, 10q; CEC 7.0, 7.3; TESS-ATR 4c)
3. Explain the different types of educational approaches available for working with parents (e.g. workshops, support groups, family conferences). (NAEYC 2a, 2b, 2c, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5c, ADE 2.1-2.7; ATS 3b, 3n, 10d, 10l, 10m, 10n, 10o, 10q, 10s; CEC 7.0, 7.3; TESS-ATR 4c)
4. Design and implement at least one educational experience, or assemble at least one set of materials, to enhance family member's knowledge of child development and capacity to support early learning in the home. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 5b; ADE 1.4, 2.3-2.6, 6.1, 6.3, ; ATS 1c, 1k, 3a, 3n, 3r, 10d, 10l, 10m, 10n, 10o, 10q, 10s; TESS-ATR 4c)
5. Describe and evaluate various approaches to enhancing family literacy and numeracy, and knowledge of health and safety practices as they relate to optimal child growth and development. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 1, 2, 3, 4, 6, ADE 1.3, 1.4, 1.6, 1.8, 3.9; ATS 1k, 3a, 3n, 3r, 10d, 10l, 10m, 10n, 10o, 10q, 10s; TESS-ATR 4c)
6. Explain strategies for involving family members from diverse backgrounds with teachers as partners in promoting learning and accessing community services. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 1, 5, 7; ADE 1.3, 1.4, 1.6, 1.8, 2.7, 2.9; ATS 1c, 1k, 3a, 3n, 3r, 10d, 10l, 10m, 10n, 10o, 10q, 10s; TESS-ATR 1b, 1d, 4c)
7. Describe various approaches to early intervention screening and assessment for children who may benefit from health or community services. (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, CEC 3, 4, 5, 7 ADE 2.1, 2.3, 2.4, 4.1; ATS 6a, 6g, 6k, 6t, 6v, 8c, 10e, 10o; CEC 2.1, 4.0, 4.1, 4.2, 4.3, 7.0, 7.1, 7.3; TESS-ATR 1b, 1d, 3d, 4b)
8. Explain appropriate methods of linking families to resources and processes for referral to health, mental health, English as a Second language (ESL), Adult Basic Education (ABE), and economic assistance services and/or agencies as appropriate. (NAEYC 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 7; ADE 2.3, 2.7, 2.8, 2.9, 4.1; ATS 1c, 3n, 10d, 10e, 10g, 10l, 10m, 10n, 10o; CEC 4.3, 7.0, 7.1, 7.3; TESS-ATR 1b, 1d)
9. Critically reflect on best practices for promoting strong positive interrelationships among families, schools, and communities through written assignments and through selection of work samples for their professional portfolios. (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d; CEC 7; ADE 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 6.1, 6.3; ATS 3c, 3d, 3e, 3h, 7a, 8n, 9e, 9f, 9m, 10l, 10o; CEC 5.0, 5.1)
10. Identify and involve oneself with the early childhood field and its ethical code (NAEYC 6a, 6b, 6c, 6d, 6e; CEC 9, 10, ADE 6.1, 6.3; ATS 6v, 9f, 9o, 10j, 10k; CEC 6.0, 6.1, 6.2, 6.4, 6.5; TESS-ATR 4d)

Prerequisites:

There are no prerequisites for this course. However, the work is planned at the 40000 level and is not suitable for beginning students. The course is planned for students who already have previous coursework covering the family, child development and early childhood education.

Required Texts:

- Grant, Kathy. Home, School and Community Collaboration-4th edition
- Gonzales-Mena, Janet. 50 Strategies for Communicating and Working with Diverse Families
- Additional readings as assigned.

Course Policies:

- **Professionalism** – This course provides an opportunity for students to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, and NAEYC readings. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment.
- **Submission of Work** – Students are expected to submit work on time as described in the assignments on Blackboard. Late work will be collected only with sufficient documentation to justify the late work and at the instructor's discretion. The grade will be penalized by a letter grade per each day late, including weekends and non-class days.
- **Learning Accommodations** – If you require learning accommodations due to a special need, please see me about any accommodations needed. You must register with the [Center for Educational Access](#) in order for learning accommodations to be employed.
- **Academic Honesty** – “Maintaining the integrity of the academic process at the University of Arkansas should be of utmost importance to the entire university community. Academic dishonesty undermines the value of university degrees, hinders scholarship, and impairs intellectual progress” (University of Arkansas, 2010). Assignments are given with the understanding that you will complete them independently by yourself, not with the help of others. The only help that is suitable is editorial, i.e., asking someone to read over your work to point out misspelling, grammatical or structural errors, etc. Please see the instructor if you are unsure about what constitutes academic dishonesty.

- **Communication Expectations-**

As the instructor I also have expectations to communicate with you on a regular basis and meaningful ways. This is in accordance with the following policy: Distance Education Online Standards for Courses taken for Academic Credit: Academic Policy 1200.50. In this course I will use announcements to provide up to date and relevant information about assignments. I will monitor your progress and your engagement in the discussion assignments and your submission of assignments. I will provide detailed feedback related to your work. I will use classroom connections to answer class wide questions and concerns. I will respond in a timely manner to your questions and concerns. I will provide weekly videos explaining the course content and assignments. Please allow 24-hour response time for all emails and phone calls during the week and a 48 hours for all emails sent over the weekend.

Assignments:

- **Video Introduction** – You will introduce yourself to the class with a short video that will allow your classmates to get to know a bit about you as well as your future goals and your basic belief about family engagement. (20 pts.)
- **Blackboard Scavenger Hunt-** this activity to help students orient themselves to the course on blackboard. Students will save time in the future by thoroughly reviewing the course and where to locate information, assignments, and resources. (20 pts.)
- **Structured Journal responses-** You will complete a number of structured journal responses. This will be a written document that will provide evidence that you have read and explored the materials in the weekly lesson. Use citations when appropriate. Upload your journal response as

a word document that is double spaced. Your document should answer the provided questions. You do not need an introduction or conclusion paragraph as these are not essays. Organizing your answers in a clear manner is an expectation. Pay attention to length requirement. Remember that a paragraph is at least 5 complete sentences. (50 pts. Each- 4 in total)

- **Mind Map-** You will use technology to create a mental map of the information that you have gleaned from the reading and exploration sections in the lesson. This will allow you to conceptualize what you are learning. (50 pts)
- **Interview Assignment-**Students will identify a teacher or other professional who works with child and families to interview. The teacher/professional will be asked a series of questions that will allow the student to have a better understanding of the importance of and the reality of family engagement. (100 pts)
- **Family Plan-children with disabilities-**You will create a plan for a specific family to include resources and information you would provide as well as a description of the referral process. (50 pts)
- **Let's Communicate Blog participation-**You will participate/add ideas to our class blog. This will allow you to discover some great ideas you would like to use in your Family Communication Plan.(20 pts)
- **Family Communication Plan-** you will have to use both the information you have learned from the materials provided as well as use the internet or other sources for additional information if necessary. Acting as if you were already in the profession that you are studying to become, prepare a two way communication plan between yourself and the families you would be working with. (100 pts)
- **Educational Document for Families: SEL and Guidance Practices-** You will create an educational document for families that will give them important knowledge concerning the importance of SEL and guidance practices that work. (100 pts)
- **Family Event Plan-** You will create a plan for an event offered to families that will encourage them to be a part of their child's math and literacy learning, as well as provide them with materials or resources for them to use at home. (100 Pts)
- **Public Service Announcement for families-**You will create a PSA explaining the importance of families working with their children to encourage their academic success in the areas of literacy and/ or math (50 pts)
- **Resources for Family document-** you will use the information you have learned from the reading and exploration to create an available resources newsletter/webpage/web document for families. (100 pts)
- **Discussion Posts** Discussion posts are assigned to enhance student interaction and to show understanding of course content. Your posts should demonstrate that you have read and understood the information. Your posts should also be clearly organized. If there are multiple questions that need to be answered you need to separate your post so your classmates can clearly see what portion of the questions you are responding to in your post. Cite your sources if appropriate. Your post should be clearly organized and meet length requirements. Your replies should demonstrate that you are reading and providing meaningful responses to your classmates. Two replies are expected. (50 pts each- 6 total)
- **Digital Slide Document-** You will create a digital slide document that will demonstrate your understanding of the importance of family engagement as well as evidence of materials you could utilize after employment. (200 pts)

All assignments will be graded using a rubric that includes the following criteria:

- Demonstrating knowledge of content learned from reading and exploration materials.
- Demonstrating ability to synthesize information into a product if necessary

- Using appropriate citations if necessary
- Demonstrating organization and adherence to length requirement

Final grades will be earned from the above assignments according to the following point distribution. Assignments are not weighted, but point values of each assignment will make some assignments worth more towards your grade. Points earned in relation to total points will give you the grade that you have. Grades will be as follows:

- **A:** 90 to 100%
- **B:** 80 to 89.9%
- **C:** 70 to 79.9%
- **D:** 60 to 69.9%
- **F:** 59 or less.

Accessibility:

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, room 209 and on the web at: <http://cea.uark.edu/getstarted.php> The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Internship: Infant, Toddler, and Preschool HDFS 43703

Instructor: Laura Herold, Ph.D.

Assistant Teaching Professor, Human Development & Family Sciences

Office: 16A, Human Environmental Science Building

Office Phone: 575-5162

Email: lkherold@uark.edu ([This is the best way to reach me](#))

Office Hours: Mondays and Wednesdays, 11-12 pm and by appointment. Please do not hesitate to contact me!

I. Course Description and Overview

Course Description

This course provides the student with interactive and observational experiences with young children in community-based early childhood programs. Prerequisite: HDFS 42103/42102L Math and Science for Young Children, HDFS 42203/42202L Creative and Social Experiences for Young Children.

Course Overview

This course is designed as the capstone course for students completing the Birth through Kindergarten program of study. It is a bridge to your teaching career, with placements assigned by the instructor. The student is responsible to spend M, W, and F in their assigned placement classroom, supervised by a degreeed/licensed teacher at the field placement. Specific assignments will be given to be completed in the field. Students will discuss their experiences in a seminar-like setting together with their instructor. Student performance will be assessed based on in class participation, lesson plans submitted throughout the semester, the creation and presentation of a final capstone portfolio, and on the evaluation of supervising teacher (questionnaire based on the Teacher Excellence and Support System (TESS-ATR).

Class will meet remotely once a week on Thursdays at 11.

The course is designed for students who already have previous coursework covering the family, child development, and early childhood education. All courses in B-K curriculum and assessment must be completed before students are admitted to this course. A passing score on the required Praxis content exam must also be earned.

II. Required Materials

Course Textbook

Recommended:

Allen, E. K., & Cowdery, G. E. (2015). *The Exceptional Child: Inclusion in Early Childhood Education*, Eighth Edition. Wadsworth

Other readings include the 2016 Arkansas TESS-\ and LEADS Handbook, etc., as assigned.

III. Learning Objectives and Professional Standards

Learners develop skills needed for teaching young children birth through kindergarten, communicating effectively with families, and acting as a professional in the school community.

Learning Objectives

By the end of the semester, students will possess the following behaviors and competencies.

Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K), Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS)

1. Explain how various aspects of family structures, parenting skills, ethnicity, and socioeconomic status affect children's development and learning. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c; ADE 1.2, 1.8, 2.1, 2.2; ATS 1b, 1d, 1e, 1f, 1g, 1j, 2a, 2c, 2d, 2g, 2j, 3l, 5m, 7i, 7j, 10m; CEC 1.0, 1.1, 1.2, 3.1, 3.2, 5.1, 6.2, 6.3 TESS-ATR 1b, 4c)
2. Demonstrate interpersonal communication skills that foster mutual respect and that encourage children to reach full potential (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4b, 5a, 5b, 5c; ADE 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.8, 3.9, 4.1, 4.2, 4.3, 5.3, 6.7; ATS 1e, 1g, 1j, 2d, 2e, 2k, 2m, 2n, 3c, 3e, 3f, 3h, 3j, 3l, 3n, 3o, 3p, 3q, 3r, 4h, 4l, 5e, 5n, 6d, 6f, 7n, 7o, 8b, 8c, 8d, 8f, 8h, 8i, 8m, 8p, 8q; CEC 2.1, 2.2, 2.3, 4.4, 5.1, 5.3, 5.4, 5.7, 7.0, 7.1; TESS-ATR 2a, 2d, 3a, 3b)
3. Explain the different types of educational approaches available for working with children and their parents (NAEYC 2a, 2b, 2c, 3a, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5c; ADE 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6; ATS 1e, 1k, 2a, 2g, 2j, 3n, 4a, 4d, 4i, 4n, 4o, 5q, 7g, 7h, 7i, 7k, 7q, 8a, 8k, 8l, 8p, 8r, 10m, 10q; CEC 2.1, 3.0, 3.3, 5.1, 5.2, 5.5, 7.1, 7.3; TESS-ATR 1c, 2c)
4. Design and implement educational experiences and assemble supporting materials, to enhance children's development in each domain. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 5b; ADE 2.1, 2.2, 2.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1-5.29, 6.1, 6.2, 6.9, 7.1, 7.2, 7.3; ATS 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 2a, 2c, 2h, 2l, 3b, 3d, 3e, 3g, 3i, 3k, 3m, 3n, 3o, 3p, 4a, 4b, 4e, 4f, 4g, 4h, 4k, 4l, 4n, 4r, 5a, 5b, 5c, 5d, 5e, 5h, 5j, 5l, 5m, 5s, 6r, 7a, 7b, 7c, 7d, 7f, 7j, 7k, 7l, 7n, 8a, 8b, 8e, 8g, 8h, 8i, 8j, 8o, 8s; CEC 1.2, 2.0, 3.0, 3.1, 3.2, 3.3, 4.4, 5.0, 5.1, 5.2, 5.4, 5.6, 5.7, 7.1, 7.3; TESS-ATR 1a, 1c, 1d, 1e, 2b, 2c, 2e, 3b, 3c)

5. Describe and evaluate various approaches to enhancing family literacy and numeracy, and knowledge of health and safety practices as they relate to optimal child growth and development. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; CEC 1, 2, 3, 4, 6; ADE 1.1-1.3, 2.1, 2.2 2.3, 2.4, 2.6, 4.4, 4.5, 5.18; ATS 1c, 1d, 1e, 1g, 1j, 1k, 2a, 2f, 2g, 2k, 3a, 3n, 4a, 4i, 4p, 5h, 5q, 8c, 8n, 10n, 10q; CEC 3.0, 5.1, 5.2, 5.4, 7.3, 8a; TESS-ATR 1b, 1c, 1d, 4c)
6. Explain strategies to instruct children and involve family members from diverse backgrounds (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5q; CEC 1, 5, 7; ADE 1.2, 2.1, 2.2, 2.3, 2.6, 2.8, 3.3, 3.6, 3.7, 4.4, 4.5, 6.1, 6.2, 6.4 ; ATS, 1c, 1g, 1h, 1i, 1j, 1k, 2a, 2d, 2g, 2j, 2k, 3a, 3i, 3l, 3n, 4m, 4o, 8a, 8c, 8e, 8k, 8p, 8s, 10d, 10q; CEC 1.2, 2.0, 2.2, 3.1, 3.2, 3.3, 4.4, 5.0, 5.1, 5.2, 5.5, 5.6, 6.3, 7.1, 7.3; TESS-ATR 1a, 1b, 2d, 4c)
7. Describe various approaches to early intervention screening and assessment for children who may benefit from health or community services. (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, CEC 3, 4, 5, 7; ADE 3.1-3.9, 6.1-6.5; ATS 1a,1b, 2f, 2g, 3a, 3d, 3n, 4b, 4i, 5q, 6a, 6b, 6c, 6e, 6g, 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 6q, 6s, 6t, 6u, 6v, 7d, 7l, 7m, 8e, 8n, 9h; CEC 1.2, 1.3, 3.3, 4.0, 4.1, 4.2, 4.3, 5.1, 5.2, 7.0, 7.1, 7.3)
8. Explain appropriate methods of linking families to resources and processes for referral to health, mental health, English as a Second language (ESL), Adult Basic Education (ABE), and economic assistance services and/or agencies as appropriate. (NAEYC 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 7, ADE 1.4, 1.8, 2.1-2.4, 2.6, 2.9, 3.1- 3.9, ; ATS 1c, 1j, 1k, 2f, 2k, 3a, 3l, 3n, 3q, 4i, 5h, 6c, 6i, 7m, 8c, 8n, 10d, 10n; CEC 2.0, 4.4, 5.1, 5.5, 7.0, 7.1, 7.3; TESS-ATR 1d, 4c)
9. Critically reflect on best practices for promoting children’s learning (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d; CEC 7; ADE 4.4, 4.9, 4.10, 6.4, 6.5, 6.7; ATS 1d, 1e, 1f, 2g, 3c, 4j, 4n, 4o, 4q, 5i, 5o, 5r, 7m, 7p, 7q, 9a, 9c, 9d, 9e, 9g, 9i, 9l, 9m, 9n; CEC 1.2, 5.2, 6.0, 6.1, 6.4; TESS-ATR 1c, 3d, 4a, 4b, 4e)
10. Identify and involve oneself with the early childhood field and its ethical code (NAEYC 6a, 6b, 6c, 6d, 6e; CEC 9, 10, ADE 6.1-6.5, 6.6-6.9; ATS 4o, 5i, 5j, 5k, 5q, 5r, 6v, 7e, 7m, 7p, 9a, 9b, 9c, 9d, 9f, 9j, 9k, 9l, 9o, 10a, 10b, 10c, 10e, 10f, 10g, 10h, 10i, 10j, 10k, 10l, 10n, 10o, 10p, 10r, 10s, 10t; CEC 6.0, 6.1, 6.2, 6.4, 7.0, 7.1, 7.2 TESS-ATR 4b, 4d, 4e)
11. Goal 6.1 of the General Education Core Component of the Undergraduate Degree Program is completed through the 1250 word reflective component of the final portfolio, with the following three sets of skills and abilities addressed: c. Characteristics of inquiry and action in the major and through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that is observed; d. Diversity awareness and/or intercultural competency; e. Critical thinking and/or ethical reasoning.

NAEYC Standards for *your* Professional Preparation

I am charged by the National Association for the Education of Young Children, the professional organization for those who plan to work with children from birth to age 8, to prepare

professionals who have been trained to meet standards set by the organization. NAEYC is teamed with CAEP, which accredits our College of Education and Health Professions.

NAEYC and CAEP have formulated standards for your preparation. You will need to have an understanding of what those standards are. A detailed discussion is available on the website below. *A summary is given beginning on page 11 of that site.*

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

CAEP Guidelines for Pre-service Teachers and Field Experiences

The following material will give you a planning outline of what is expected of the overall field experience. In early childhood education field experiences, pre-service teachers:

1. Apply knowledge, skills, and dispositions
2. Reflect on their knowledge, skills, and dispositions
3. Are observed by others as a means of strengthening knowledge base and skill set
4. Observe others
5. Interact with
 - Professionals at your placement
 - Your professor(s)
 - Other pre-service teachers in your class
6. Engage in a variety of professional development activities. (See assignment list)

While completing these requirements, use the skills you have developed to complete the requirements below.

7. Use developmentally appropriate methods to collect data on children's development
8. Use appropriate methods to analyze data about children's development
9. Use data about children's learning to plan and teach developmentally appropriate curriculum
10. Reflect on your own teaching and make decisions for change or follow-up.
Keep a reflection journal and bring it to seminar each Thursday. Your journal should have sections for and reflect your activity as you complete the following tasks. The lines are provided to jot down ideas, not as a limit to your expression in your journal.
11. Observe and use multiple forms of assessment
12. Observe in and participate in a variety of early childhood education settings

13. Gain experience with diverse groups of children and families
14. Describe the experiences you have in working with a variety of children.
- Describe experiences with children who have a variety of learning needs, including disabilities that have been identified.
 - Describe your work with children of different ages from birth to age eight.
 - Describe your work with children from different locales
 - Describe your work with children from different economic levels
16. Reflect on how your theoretical base drives your practice.

17. Compile all artifacts to support the above CAEP criterion in your final portfolio, and upload to Blackboard by April 28th. This assignment includes a 1250 word reflective essay that meets the requirements of Goal 6.1 of the General Education Core Component of the Undergraduate Degree Program. See Blackboard for more information.

Charlotte Danielson's FRAMEWORK FOR TEACHING, adopted from 2016 TESS-ATR Handbook

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage
- 1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals

2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources

DOMAIN 3: Instruction

3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching • Accuracy • Use in future teaching

4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records

4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program

4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations

IV. Course Requirements and Assignments

Course Requirements

- Professionalism – This course provides an opportunity for students to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, and NAEYC readings. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and internship. Respect yourself, UA property and facilities, fellow students, and the instructor. *During class do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for yourself. If you commit to accomplishing something, do it, and do not make excuses for not doing it. Failure to comply with these requirements lets down yourself and your fellow students; extreme cases may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA.
- Attendance and Participation in Class – Students are expected to attend class and to complete all reading assignments prior to class. Class discussion and activities presuppose that students have prepared adequately. Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade. It is not possible to make up in-class exercises or attendance points.
- Submission of Work – Students are expected to submit work on time as described in the assignments on Blackboard. Late work will be collected only with sufficient documentation to justify the late work and at the instructor's discretion. Please see the late work policy below for more details.

Assignments

I expect you to participate fully, because what you get out of this course will have a lot to do with how much you put into it. Be sure to complete all reading assignments and be prepared for class. In addition to regular text and internet readings, you will be asked to prepare lesson plans and activities, which will be reviewed by me before being passed to your mentor teacher for approval. These are described below. In class discussion will require students to read their text and engage in class.

A. Keep a reflection journal of your experiences. Reflect at least weekly on your experiences in the classroom. I recommend keeping a physical journal in your glove compartment so that you

can journal just after leaving your classroom at least once a week. It is strongly preferred that you make notes daily.

B. With your supervising teaching, discuss the *educational goals of at least five of the children in the room*. Reflect on what your response will be to best meet the needs of these children. After observing the children, write at least two intentional educational objectives for each of these five children and a plan for attaining the goals.

C. Working with your mentor teacher, plan, implement, and keep detailed records of ten activities/lesson plans to support the goals of your placement classroom. As you design these experiences, be sure that your ten lesson plans also meet the requirements listed below (I-IX).

Work out a plan to give each of these lessons, using the lesson plan format provided. **Submit your plan to blackboard for my approval. Wait for my feedback, and make all requested changes. Once it has been cleared by me, submit it to your supervisory teacher for review and approval**, either “as is” or with their revisions. When you have received final approval from your teacher, **carry out your plan, keeping detailed records** of your process. Be ready with your camera and **remember to include pictures of suitable artifacts**, following any regulations that your site may have. Each activity should also be 1) included in your reflection journal and 2) represented in your electronic portfolio by a documentation page, complete with artifacts (see below).

Finally, **each lesson plan should also include an evaluation/assessment of your own design**. At the end of each lesson, complete the evaluation to assess your lesson plan. What did the evaluation show about the effectiveness of your plans? What changes would you make in the lesson as result? What would you repeat? Finally, which aspects of the evaluation worked and which did not? Why do you think this was so? **When you have completed your self-evaluation, submit this to blackboard.**

I. Work with your supervising teacher to plan at least one lesson plan that incorporates an *invitation to an activity*. This might be in the form of a special discovery tablescape, a musical introit, or a finger play.

II. Discuss challenging transitions with your supervising teacher. Design a *signature transition* that you then try out in the classroom setting.

III. Plan, carry out, and evaluate at least one lesson plan that incorporates a clear *sensory experience* based on the needs you have observed in the classroom.

IV. Plan, carry out, and evaluate at least one lesson plan that incorporates *music* for a large group.

V. Plan, carry out, and evaluate at least one lesson plan that embeds *large motor* experience for a large group.

VI. Plan, carry out, and evaluate at least one lesson plan that involves a *cooking experience* for a small group.

VII. Discuss STEM goals with your supervising teacher. Plan and carry out at least one science and one engineering activity for a small group.

VIII. Plan, carry out, and evaluate at least one lesson plan that includes an *out-of-doors experience* for a small group.

IX Plan, carry out, and evaluate at least one *writing center experience* for a small group.

Plan your lessons for the semester so that, by the end of this class, your work includes a mix of both small group instruction and large group instruction across the curriculum areas listed below. (Note that you may need to plan additional lessons to fill in the gaps from the activity prompts provided above):

Literacy
Math/Science
Social Studies
Creative/Aesthetic
Social/Emotional

Final Capstone Portfolio

G. Your final assignment in this first course of the semester is a PowerPoint presentation that shares your teaching and experience in your first placement. A class presentation of this PowerPoint will be your “final” in this course

Formatting and Submission:

All written assignments must be double-spaced, with 12 point Times New Roman font and one-inch margins.

Please save each assignment like this: “last name_assignment name” and upload to the C-Tools drop box. For example, my submission for a descriptive review would be: Herold_Descriptive Review. Assignments must be submitted by 11:59 pm on the day they are due.

It is your responsibility to turn work in on time on Blackboard. If you have Blackboard trouble, work with the kind folks at bbhelp@uark.edu. Blackboard submissions will remain open past the due date but will be marked “late” if the due date is not met and the grade will be docked accordingly. (See below).

Phases of the internship:

Phase One: Learning about the Classroom, Children and Curriculum: The first week of your internship sets the tone for your time in the classroom. The teacher, intern, and children work together to become a learning community. You must learn the established rules and routines for interaction in the classroom, and learning about and building relationships with children. You will learn more about individual learning needs as well as the resources available

and the accommodations made to support children. During this time, interns and their mentor teachers also set the tone for their professional working relationship. That process includes making and following a carefully crafted plan for establishing the intern as co-teacher in the classroom. During this phase, the intern and the mentor teacher set educational goals for at least five children. The intern will use these goals to guide their lesson plan development for the remainder of the internship.

Phase Two: Collaborative Teaching: During this phase, the intern begins to develop the skills necessary to meet the needs of all students, while the mentor teacher continues to play a lead role through lead teaching, observing, coaching and providing written and oral feedback. In this phase, mentor teachers are asked to complete dispositions assessment. They also begin to review lesson plans submitted by the intern. As this phase continues, the mentor teacher gradually gives the intern opportunities for co-teaching and allows the intern to increase their participation and responsibility in the classroom. Mentor teachers support interns in exploring opportunities to visit other classrooms, to shadow in additional experiences (parent-teacher conferences, staff meetings, assessments, etc.) for additional perspectives on accommodating special needs and learning about additional approaches to teaching.

Phase Three: Transition in Guided Lead Teaching: In this phase, the intern is preparing for increased teaching responsibilities during Guided Lead Teaching. Building upon experiences in co-constructed lesson plans, mentor teachers support interns in planning to lead teach. Together, they insure that instructional plans are developmentally appropriate, recognize the needs of individual students, and meet expected state standards. The mentor teacher helps the intern work on making smooth transitions between lessons and reflecting on how well his or her classroom management system is working as well as insuring that interns are planning accommodations to their instruction.

Phase Four: Guided Lead Teaching: During this phase the intern is in the classroom as close to full time as her course schedule allows, and takes on increasing responsibility for full-time teaching, which means the intern bears the lead responsibility for most lessons on most days. During this phase, interns and mentor teachers continue to co-teach. They also plan ways for the intern to “phase out” of taking lead responsibility.

V. Grading

Each of the 10 experiences will be worth 20 points each. Each reflection/evaluation will be worth 20 points each. Your work in this course and in your degree as a whole will also be assessed on the basis of a capstone portfolio to be turned in by April 26th. A strong portfolio will contain artifacts to support your learning and development as an educator over the course of the degree in a manner that shows mastery. Journal entries showing reflective practice, completion of the field experience hours and teacher feedback (based on TESS-ATR) on engagement and practice throughout the semester will also be taken into account when assigning final grades.

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59 or less.

TOTAL Points will be:

Portfolio presentation	100 points
Lesson plans	200 points
Evaluations	200 points
Educational Goals	20 points
Journal entries	100 points
Hours completed:	100 points
Professionalism and class participation:	50 points
TESS-ATR-based evaluations:	50 points

TOTAL: 820 points

At the end of the semester your grade will be assigned based upon where your percentage falls within the following general categories:

A	90-100%	B	80-89%	C	70-79%	D	60-69%
F	59% and below						

Open Communication

I value my students and your opinions and encourage you to express your feelings. This is especially important if you feel I have not fairly assigned a grade to your work. If you feel that your work should be reassessed, you must call it to my attention within 2 weeks after the assignment is returned. After that point, I will not reassess work.

VI. Attendance and Participation Policy

Attendance and class participation are required because experience (and research) says active engagement in this class will help you learn. You cannot be actively engaged if you are not there. In addition, the very small, intimate class size necessitates your attendance. Active engagement means **putting away your cell phone and computer** and being fully intentional about learning. That attitude will help you do well—and help the class be interesting for all. Raise an issue, ask questions, take part in discussions.

VII. Other Class Policies

Late and Missing Assignments and Exams

If you are faced with turning in late work or missing an exam:

- Discuss your situation with the instructor prior to the due date—then email her as a backup.
- Post your work on Blackboard as soon as it is completed. Although the portal will remain open until the end of class, the final grade will be docked a letter grade for each day it is late as verified by Blackboard unless there is a verified, compelling reason the work is late. (Remember that computer failure is NOT a legitimate excuse for late work.) For example, if you score an A on an assignment, you will receive a B if it is turned in one day late, a C if it is turned in two days late, etc. After the fourth day, the grade will be an F. However, even if the grade is an F, 60% of points is far better than 0% of the points. Turn your work in!
- You are responsible for checking Blackboard to make sure the work you turn in is there and able to be opened.
- Exams will only be rescheduled at the discretion of the instructor. You are responsible for ensuring that you do not have flights and travel plans that conflict with course exams!

Student Support

If you have a disability or other need for accommodation, please inform the instructor as soon as possible so that she can facilitate your need. This information will be treated as private and confidential. Remember that the Center for Educational Access (CEA) is available to you, and can help advocate for any accommodations you made need: <http://cea.uark.edu/>

If you are in need of particular support, I encourage you to contact **Counseling and Psychological Services (CAPS): 575-CAPS (2277), which is free of charge to students.**

For assistance with writing, referencing, APA style, or to have someone diagnose your errors and teach you to correct them, please seek help from The Quality Writing Center: KIMP 316 / 575-6747 / writcent@uark.edu <http://qwc.uark.edu/>

A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations: <http://www.uark.edu/academics/academic-support.php>

Academic Integrity / Plagiarism

Be honest and ethical in your approach to this class, including the lesson plans you write and the attendance records you keep. Policy states, “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

Dishonesty of any kind with respect to examinations, course assignments, or alteration of records shall be considered cheating. This includes plagiarism, using AI to create a lesson plan for you, forging a signature on a timesheet or misrepresenting your hours, hiring others to do your work,

or cheating in any other form, including making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty on the Provost's web page to see how the U of A will be handling cases of suspected dishonesty.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

AI/ChatGPT

For guidance on ethical use of AI, such as ChatGPT, read this article:
<https://bizcomm.uark.edu/usingchatgpt/> . Of particular note is this section:

“As generative AI is a relatively new development, the university is still determining the best solution and policy response for students and faculty. That said, the university's [plagiarism policy and sanction rubric](#) clearly state that students must cite correctly (see Level One Violations) and must have the instructor's authorization to use a resource before using it (Level Zero Violation). As before, we will update this resource regularly as university policies solidify and/or change. Faculty members who think a student has used generative AI without citing or after they specifically request students not use it can use the university's institutional-grade resources for detecting AI-generated text.”

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools are examples of online learning support platforms: they can not be used for course assignments except as explicitly authorized by the instructor. *The following actions are prohibited in this course:*

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to summarize or contextualize source materials;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation.

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of academic dishonesty and will be treated as such.

More information from <https://tips.uark.edu/what-is-chatgpt/>:

What Chat PGT is not:

- First and foremost, **it is not more than the sum of its part**. That is to say, it is not creating original thought. It is simply taking the thoughts and creations of humans and feeding them back to us in a way that feels [somewhat] human.
- **It is not always accurate**. While you will often get the right answers from AI, it can sometimes also make up incorrect facts or give you responses that are completely unrelated to the question that you asked.
- **It isn't neutral**. People often want to believe that if they ask a machine for an answer, they will get a sterile answer with no human bias. However, these systems are built using data that we fed into them – data that was created by humans. So, if that data is biased then the output of the AI will be as well.

Note and Powerpoint Selling or Distributing

There are companies that will try to lure you into selling the notes you take in this class, or my powerpoint lectures. Don't let these companies take advantage of you. Selling my class notes or powerpoint lectures to any commercial service, I will consider a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Campus Emergency or Assistance Notifications

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu. The University of Arkansas also has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up: <http://emergency.uark.edu/emergency-notification-system/index.php>

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside

- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- CALL- 9-1-1
- AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Inclement Weather/Illness Policy

Class will be held as scheduled unless the University closes due to bad weather or the instructor can't safely get off her hill. Students also have a right to make this call for their own personal safety. If the University or the instructor cancels class for inclement weather, the absence will not be counted as such in your attendance tally. You are encouraged to log-on to the University web page at www.uark.edu and look for a weather announcement and/or listen to local television or radio broadcasts for school closings. If the University is closed or class is canceled, the instructor will also attempt to send an email message to all students via their uark.edu email accounts. However, power outage may make this impossible.

If the University is closed due to weather or illness, students are reminded to keep up with their reading. If closing is extended, the instructor may also post videos, assignments, etc. (if electricity is intact.).

Anti Bias

The instructor will do all within her power to eliminate racism, sexism, and other forms of prejudice in this classroom. If you believe that you have experienced any form of prejudice, please bring it to my attention.

We will be discussing many styles of parenting, some of which will be different than the parenting you may have experienced. However, when you work professionally with children, you also work in a professional role with their parents. It is important to do so with respect and

appreciation for the circumstances in which parents are functioning. These, too, may be very different for the circumstances you have known in the past. It is important to appreciate that almost all parents want the very best for their children and may be struggling with being unable to provide what you consider “best.”

Cell Phones and Electronic Devices

The number one student complaint about rude behavior in the classroom is cell phones ringing, buzzing, and clicking in class. Texting is also distracting to others—and to me. For this reason, avoid use of electronic devices during class meetings.

VIII. Tentative Schedule

This course will model for students the concept of emergent curriculum as used in early childhood curriculum planning. This means that topics we discuss will depend on the concerns/needs of the students as they arise. We will rely on various readings to address the topics important to us. We will also discuss the Arkansas Teacher Excellence Support System (TESS-ATR) - including its origins, the objectives of TESS-ATR, and what to expect as a teacher.

Tentative topics are:

Week	Class topic		
1	The Teacher Education Support System	- Internship begins	<i>Phase One</i>
2	Developmentally appropriate practice	- Schedule set with teacher. - Educational goals for 5+ students. - Rapport building	
3	<i>TBD</i>		<i>Phase Two</i>
4	Behavior charts and rewards	<u>Readings on Blackboard</u>	
5	<i>No Class – individual meetings this week</i>		
6	Interviewing for teaching jobs		
7	<i>No class – TESS-ATR observations</i>		
8	Courage in teaching <u>Teaching Kindergarten: Chapter 10</u>	- Internship 2 begins (approximate date). - Schedule set with teacher. - Educational goals for 5+ students set.	<i>Phase Three</i>
9	<i>TBD</i>		
10	<i>TBD</i>		
11	<i>TBD</i>		

12	Using DAP to teach common core		
13	<i>No class – TESS-ATR observations</i>		<i>Phase Four</i>
14	Portfolio presentations:		
15	Portfolio presentations:		
16	Portfolio presentations:	Write thank you cards to principal and mentor teacher	

Internship: Kindergarten

HDFS 43803

Instructor: Laura Herold, Ph.D.

Assistant Teaching Professor, Human Development & Family Sciences

Office: 16A, Human Environmental Science Building

Office Phone: 575-5162

Email: lkherold@uark.edu ([This is the best way to reach me](#))

Office Hours: Mondays and Wednesdays, 11-12 pm and by appointment. Please do not hesitate to contact me!

I. Course Description and Overview

Course Description

This course provides the student with interactive and observational experiences with young children in community-based kindergarten programs. Prerequisite: HDFS 42103/42102L Math and Science for Young Children, HDFS 42203/42202L Creative and Social Experiences for Young Children.

Course Overview

This course is designed as the capstone course for students completing the Birth through Kindergarten program of study. It is a bridge to your teaching career, with placements assigned by the instructor. The student is responsible to spend M - Th in this setting, supervised by a degree/licensed teacher at the field placement. Specific assignments will be given to be completed in the field. Students will discuss their experiences in a seminar-like setting together with their instructor. Student performance will be assessed based on in class participation, lesson plans submitted throughout the semester, the creation and presentation of a final capstone portfolio, and on the evaluation of supervising teacher (questionnaire based on the Teacher Excellence and Support System (TESS-ATR).

Class will meet remotely once a week on Fridays in a seminar format.

The course is designed for students who already have previous coursework covering the family, child development, and early childhood education. All courses in B-K curriculum and assessment must be completed before students are admitted to this course. A passing score on the required Praxis content exam must also be earned.

II. Required Materials

Course Textbook

Required:

Diamond, J., Grob, B., Paley, V. G., Charney, R., Ryan, S., & Grob, E. R. (2015) *Teaching Kindergarten: Learner-Centered Classrooms for the 21st Century (Early Childhood Education Series)*. Teachers College Press.

Other readings include the 2016 Arkansas TESS and LEADS Handbook, etc., as assigned.

III. Learning Objectives and Professional Standards

Learners develop skills needed for teaching young children birth through kindergarten, communicating effectively with families, and acting as a professional in the school community.

Learning Objectives

By the end of the semester, students will possess the following behaviors and competencies.

Aligned with NAEYC Standards for Teacher Preparation, The Arkansas Department of Education's (ADE) Competencies for Early Childhood/Special Ed Integrated B-K, Council for Exceptional Children (CEC) standards, Teacher Excellence and Support System (TESS-ATR) standards, and Arkansas Teaching Standards (ATS)

1. Explain how various aspects of family structures, parenting skills, ethnicity, and socioeconomic status affect children's development and learning. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c; ADE 1.1, 1.2, 1.8, 2.1-2.4, 2.6; ATS 1b, 1d, 1e, 1f, 1g, 1j, 2a, 2c, 2d, 2g, 2j, 3l, 5m, 7i, 7j, 10m; CEC 1.0, 1.1, 1.2, 3.1, 3.2, 5.1, 6.2, 6.3 TESS-ATR 1b, 4c)
2. Demonstrate interpersonal communication skills that foster mutual respect and that encourage children to reach full potential (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4b, 5a, 5b, 5c; ADE 1.1, 1.2, 1.3, 4.1-4.3, 4.9, 6.7, 7.1; ATS 1e, 1g, 1j, 2d, 2e, 2k, 2m, 2n, 3c, 3e, 3f, 3h, 3j, 3l, 3n, 3o, 3p, 3q, 3r, 4h, 4l, 5e, 5n, 6d, 6f, 7n, 7o, 8b, 8c, 8d, 8f, 8h, 8i, 8m, 8p, 8q; CEC 2.1, 2.2, 2.3, 4.4, 5.1, 5.3, 5.4, 5.7, 7.0, 7.1; TESS-ATR 2a, 2d, 3a, 3b)
3. Explain the different types of educational approaches available for working with children and their parents (NAEYC 2a, 2b, 2c, 3a, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5c; ADE 4.1-4.6; ATS 1e, 1k, 2a, 2g, 2j, 3n, 4a, 4d, 4i, 4n, 4o, 5q, 7g, 7h, 7i, 7k, 7q, 8a, 8k, 8l, 8p, 8r, 10m, 10q; CEC 2.1, 3.0, 3.3, 5.1, 5.2, 5.5, 7.1, 7.3; TESS-ATR 1c, 2c)
4. Design and implement educational experiences and assemble supporting materials, to enhance children's development in each domain. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 5b; ADE 1.1-1.8, 5.1-5.29, 7.1-7.3; ATS 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 2a, 2c, 2h, 2l, 3b, 3d, 3e, 3g, 3i, 3k, 3m, 3n, 3o, 3p, 4a, 4b, 4e, 4f, 4g, 4h, 4k, 4l, 4n, 4r, 5a, 5b, 5c, 5d, 5e, 5h, 5j, 5l, 5m, 5s, 6r, 7a, 7b, 7c, 7d, 7f, 7j, 7k, 7l, 7n, 8a, 8b, 8e, 8g, 8h, 8i, 8j, 8o, 8s; CEC 1.2,

- 2.0, 3.0, 3.1, 3.2, 3.3, 4.4, 5.0, 5.1, 5.2, 5.4, 5.6, 5.7, 7.1, 7.3; TESS-ATR 1a, 1c, 1d, 1e, 2b, 2c, 2e, 3b, 3c)
5. Describe and evaluate various approaches to enhancing family literacy and numeracy, and knowledge of health and safety practices as they relate to optimal child growth and development. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c; CEC 1, 2, 3, 4, 6; ADE 4.1-4.6, 5.15, 5.17, 5.18; ATS 1c, 1d, 1e, 1g, 1j, 1k, 2a, 2f, 2g, 2k, 3a, 3n, 4a, 4i, 4p, 5h, 5q, 8c, 8n, 10n, 10q; CEC 3.0, 5.1, 5.2, 5.4, 7.3, 8a; TESS-ATR 1b, 1c, 1d, 4c)
 6. Explain strategies to instruct children and involve family members from diverse backgrounds (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5q; CEC 1, 5, 7; ADE 2.1-2.4, 2.6, 2.8, 2.9, 4.1-4.6, ; ATS, 1c, 1g, 1h, 1i, 1j, 1k, 2a, 2d, 2g, 2j, 2k, 3a, 3i, 3l, 3n, 4m, 4o, 8a, 8c, 8e, 8k, 8p, 8s, 10d, 10q; CEC 1.2, 2.0, 2.2, 3.1, 3.2, 3.3, 4.4, 5.0, 5.1, 5.2, 5.5, 5.6, 6.3, 7.1, 7.3; TESS-ATR 1a, 1b, 2d, 4c)
 7. Describe various approaches to early intervention screening and assessment for children who may benefit from health or community services. (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, CEC 3, 4, 5, 7; ADE 3.1-3.6; ATS 1a,1b, 2f, 2g, 3a, 3d, 3n, 4b, 4i, 5q, 6a, 6b, 6c, 6e, 6g, 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 6q, 6s, 6t, 6u, 6v, 7d, 7l, 7m, 8e, 8n, 9h; CEC 1.2, 1.3, 3.3, 4.0, 4.1, 4.2, 4.3, 5.1, 5.2, 7.0, 7.1, 7.3)
 8. Explain appropriate methods of linking families to resources and processes for referral to health, mental health, English as a Second language (ESL), Adult Basic Education (ABE), and economic assistance services and/or agencies as appropriate. (NAEYC 4a, 4b, 4c, 4d, 5a, 5b, 5c, CEC 7, ADE 2.1-2.4, 3.1-3.6, 4.4, 4.5; ATS 1c, 1j, 1k, 2f, 2k, 3a, 3l, 3n, 3q, 4i, 5h, 6c, 6i, 7m, 8c, 8n, 10d, 10n; CEC 2.0, 4.4, 5.1, 5.5, 7.0, 7.1, 7.3; TESS-ATR 1d, 4c)
 9. Critically reflect on best practices for promoting children’s learning (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d; CEC 7; ADE 4.9, 6.1, 6.2, 6.3, 6.4, 6.5, 6.7, 6.8; ATS 1d, 1e, 1f, 2g, 3c, 4j, 4n, 4o, 4q, 5i, 5o, 5r, 7m, 7p, 7q, 9a, 9c, 9d, 9e, 9g, 9i, 9l, 9m, 9n; CEC 1.2, 5.2, 6.0, 6.1, 6.4; TESS-ATR 1c, 3d, 4a, 4b, 4e)
 10. Identify and involve oneself with the early childhood field and its ethical code (NAEYC 6a, 6b, 6c, 6d, 6e; CEC 9, 10, ADE 6.1-6.9; ATS 4o, 5i, 5j, 5k, 5q, 5r, 6v, 7e, 7m, 7p, 9a, 9b, 9c, 9d, 9f, 9j, 9k, 9l, 9o, 10a, 10b, 10c, 10e, 10f, 10g, 10h, 10i, 10j, 10k, 10l, 10n, 10o10p, 10r, 10s, 10t; CEC 6.0, 6.1, 6.2, 6.4, 7.0, 7.1, 7.2 TESS-ATR 4b, 4d, 4e)
 11. Goal 6.1 of the General Education Core Component of the Undergraduate Degree Program is completed through the 1250 word reflective component of the final portfolio, with the following three sets of skills and abilities addressed: c. Characteristics of inquiry and action in the major and through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that is observed; d. Diversity awareness and/or intercultural competency; e. Critical thinking and/or ethical reasoning.

NAEYC Standards for *your* Professional Preparation

I am charged by the National Association for the Education of Young Children, the professional organization for those who plan to work with children from birth to age 8, to prepare

professionals who have been trained to meet standards set by the organization. NAEYC is teamed with CAEP, which accredits our College of Education and Health Professions.

NAEYC and CAEP have formulated standards for your preparation. You will need to have an understanding of what those standards are. A detailed discussion is available on the website below. *A summary is given beginning on page 11 of that site.*

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

CAEP Guidelines for Pre-service Teachers and Field Experiences

The following material will give you a planning outline of what is expected of the overall field experience. In early childhood education field experiences, pre-service teachers:

1. Apply knowledge, skills, and dispositions
2. Reflect on their knowledge, skills, and dispositions
3. Are observed by others as a means of strengthening knowledge base and skill set
4. Observe others
5. Interact with
 - Professionals at your placement
 - Your professor(s)
 - Other pre-service teachers in your class
6. Engage in a variety of professional development activities. (See assignment list)

While completing these requirements, use the skills you have developed to complete the requirements below.

7. Use developmentally appropriate methods to collect data on children's development
8. Use appropriate methods to analyze data about children's development
9. Use data about children's learning to plan and teach developmentally appropriate curriculum
10. Reflect on your own teaching and make decisions for change or follow-up.
Keep a reflection journal and bring it to seminar each Thursday. Your journal should have sections for and reflect your activity as you complete the following tasks. The lines are provided to jot down ideas, not as a limit to your expression in your journal.
11. Observe and use multiple forms of assessment
12. Observe in and participate in a variety of early childhood education settings

13. Gain experience with diverse groups of children and families
14. Describe the experiences you have in working with a variety of children.
- Describe experiences with children who have a variety of learning needs, including disabilities that have been identified.
 - Describe your work with children of different ages from birth to age eight.
 - Describe your work with children from different locales
 - Describe your work with children from different economic levels
16. Reflect on how your theoretical base drives your practice.

17. Compile all artifacts to support the above CAEP criterion in your final portfolio, and upload to Blackboard by April 28th. This assignment includes a 1250 word reflective essay that meets the requirements of Goal 6.1 of the General Education Core Component of the Undergraduate Degree Program. See Blackboard for more information.

Charlotte Danielson's FRAMEWORK FOR TEACHING, adopted from 2016 TESS-ATR Handbook

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage
- 1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals

2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources

DOMAIN 3: Instruction

3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching • Accuracy • Use in future teaching

4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records

4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program

4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations

IV. Course Requirements and Assignments

Course Requirements

- Professionalism – This course provides an opportunity for students to make the same commitment to the course as to a professional position. Students are expected to conduct themselves professionally throughout the semester. Refer to requirements stated in the UA Catalog of Studies, UA Student Handbook, and NAEYC readings. Professional and ethical behavior includes: following the rules outlined in the Student Handbook, telling the truth, keeping your word, and being courteous to those in the learning environment. Each student is expected to conduct herself/himself in a professional manner during class and internship. Respect yourself, UA property and facilities, fellow students, and the instructor. *During class do not talk, do other assignments, text, or check email/cell phone messages.* Please be responsible for yourself. If you commit to accomplishing something, do it, and do not make excuses for not doing it. Failure to comply with these requirements lets down yourself and your fellow students; extreme cases may result in a failing grade for the course and/or disciplinary actions as determined by the School of Human Environmental Sciences and UA.
- Attendance and Participation in Class – Students are expected to attend class and to complete all reading assignments prior to class. Class discussion and activities presuppose that students have prepared adequately. Absences, lateness, or inadequate preparation or participation may affect final course grades by a letter grade. It is not possible to make up in-class exercises or attendance points.
- Submission of Work – Students are expected to submit work on time as described in the assignments on Blackboard. Late work will be collected only with sufficient documentation to justify the late work and at the instructor's discretion. Please see the late work policy below for more details.

Assignments

I expect you to participate fully, because what you get out of this course will have a lot to do with how much you put into it. Be sure to complete all reading assignments and be prepared for class. In addition to regular text and internet readings, you will be asked to prepare lesson plans and activities, which will be reviewed by me before being passed to your mentor teacher for approval. These are described below. In class discussion will require students to read their text and engage in class.

A. Keep a reflection journal of your experiences. Reflect at least weekly on your experiences in the classroom. I recommend keeping a physical journal in your glove compartment so that you

can journal just after leaving your classroom at least once a week. It is strongly preferred that you make notes daily.

B. With your supervising teaching, discuss the *educational goals of at least five of the children in the room*. Reflect on what your response will be to best meet the needs of these children. After observing the children, write at least two intentional educational objectives for each of these five children and a plan for attaining the goals.

C. Working with your mentor teacher, plan, implement, and keep detailed records of ten activities/lesson plans to support the goals of your placement classroom. In kindergarten, these will have a strong focus on literacy (phonological awareness, phonics, alphabetic principle, letter-sound correspondence, etc.) and math (counting and cardinality, operations and algebraic thinking, measurement and data, geometry, number and operations in base 10, etc.). As you design these experiences, be sure that your ten lesson plans also meet the requirements listed below (I-IX).

Work out a plan to give each of these lessons, using the lesson plan format provided. **Submit your plan to blackboard for my approval. Wait for my feedback, and make all requested changes. Once it has been cleared by me, submit it to your supervisory teacher for review and approval**, either “as is” or with their revisions. When you have received final approval from your teacher, **carry out your plan, keeping detailed records** of your process. Be ready with your camera and **remember to include pictures of suitable artifacts**, following any regulations that your site may have. Each activity should also be 1) included in your reflection journal and 2) represented in your electronic portfolio by a documentation page, complete with artifacts (see below).

Finally, **each lesson plan should also include an evaluation/assessment of your own design**. At the end of each lesson, complete the evaluation to assess your lesson plan. What did the evaluation show about the effectiveness of your plans? What changes would you make in the lesson as result? What would you repeat? Finally, which aspects of the evaluation worked and which did not? Why do you think this was so? **When you have completed your self-evaluation, submit this to blackboard.**

I. Work with your supervising teacher to plan at least one lesson plan that incorporates an *invitation to an activity*. This might be in the form of a special discovery tablescape, a musical introit, or a finger play.

II. Discuss challenging transitions with your supervising teacher. Design a *signature transition* that you then try out in the classroom setting.

III. Plan, carry out, and evaluate at least one lesson plan that incorporates a clear *sensory experience* based on the needs you have observed in the classroom.

IV. Plan, carry out, and evaluate at least one lesson plan that incorporates *music* for a large group.

V. Plan, carry out, and evaluate at least one lesson plan that embeds *large motor* experience for a large group.

VI. Plan, carry out, and evaluate at least one lesson plan that involves a *cooking experience* for a small group.

VII. Discuss STEM goals with your supervising teacher. Plan and carry out at least one *science* and one *engineering* activity for a small group.

VIII. Plan, carry out, and evaluate at least one lesson plan that includes an *out-of-doors experience* for a small group.

IX Plan, carry out, and evaluate at least one *writing center experience* for a small group.

Plan your lessons for the semester so that, by the end of this class, your work includes a mix of both small group instruction and large group instruction across the curriculum areas listed below. (Note that you may need to plan additional lessons to fill in the gaps from the activity prompts provided above):

Literacy
Math/Science
Social Studies
Creative/Aesthetic
Social/Emotional

Final Capstone Portfolio

G. Your final assignment in this course is a capstone program portfolio that showcases your growth as an educator over the course of your degree, and reflects on and showcases your teaching ability. In particular, you are asked to reflect on your teaching as inquiry in action, on your intercultural competence as an educator, and on your critical thinking and ethical reasoning in responding to the needs of each child. An exit interview with B-K program faculty in which you present and discuss your portfolio will be your “final” in this course.

This assignment includes a 1250 word essay that fulfills the requirements for Goal 6.1 of the General Education Core Component of the Undergraduate Degree Program.

Formatting and Submission:

All written assignments must be double-spaced, with 12 point Times New Roman font and one-inch margins.

Please save each assignment like this: “last name_assignment name” and upload to the C-Tools drop box. For example, my submission for a descriptive review would be: Herold_Descriptive Review. Assignments must be submitted by 11:59 pm on the day they are due.

It is your responsibility to turn work in on time on Blackboard. If you have Blackboard trouble, work with the kind folks at bbhelp@uark.edu. Blackboard submissions will

remain open past the due date but will be marked “late” if the due date is not met and the grade will be docked accordingly. (See below).

Phases of the internship:

Phase One: Learning about the Classroom, Children and Curriculum: The first week of your internship sets the tone for your time in the classroom. The teacher, intern, and children work together to become a learning community. You must learn the established rules and routines for interaction in the classroom, and learning about and building relationships with children. You will learn more about individual learning needs as well as the resources available and the accommodations made to support children. During this time, interns and their mentor teachers also set the tone for their professional working relationship. That process includes making and following a carefully crafted plan for establishing the intern as co-teacher in the classroom. During this phase, the intern and the mentor teacher set educational goals for at least five children. The intern will use these goals to guide their lesson plan development for the remainder of the internship.

Phase Two: Collaborative Teaching: During this phase, the intern begins to develop the skills necessary to meet the needs of all students, while the mentor teacher continues to play a lead role through lead teaching, observing, coaching and providing written and oral feedback. In this phase, mentor teachers are asked to complete dispositions assessment. They also begin to review lesson plans submit by the intern. As this phase continues, the mentor teacher gradually gives the intern opportunities for co teaching and allows the intern to increase their participation and responsibility in the classroom. Mentor teachers support interns in exploring opportunities to visit other classrooms, to shadow in additional experiences (parent-teacher conferences, staff meetings, assessments, etc.) for additional perspectives on accommodating special needs and learning about additional approaches to teaching.

Phase Three: Transition in Guided Lead Teaching: In this phase, the intern is preparing for increased teaching responsibilities during Guided Lead Teaching. Building upon experiences in co-constructed lesson plans, mentor teachers support interns in planning to lead teach. Together, they insure that instructional plans are developmentally appropriate, recognize the needs of individual students, and meet expected state standards. The mentor teacher helps the intern work on making smooth transitions between lessons and reflecting on how well his or her classroom management system is working as well as insuring that interns are planning accommodations to their instruction.

Phase Four: Guided Lead Teaching: During this phase the intern is in the classroom as close to full time as her course schedule allows, and takes on increasing responsibility for full-time teaching, which means the intern bears the lead responsibility for most lessons on most days. During this phase, interns and mentor teachers continue to co-teach. They also plan ways for the intern to “phase out” of taking lead responsibility.

V. Grading

Each of the 10 experiences will be worth 20 points each. Each reflection/evaluation will be worth 20 points each. Your work in this course and in your degree as a whole as will also be assessed on the basis of a capstone portfolio to be turned in by April 26th. A strong portfolio will contain artifacts to support your learning and development as an educator over the course of the degree in a manner that shows mastery. Journal entries showing reflective practice, completion of the field experience hours and teacher feedback (based on TESS-ATR) on engagement and practice throughout the semester will also be taken into account when assigning final grades.

Grades will be earned from the assignments according to the following point distribution. Grades will be A, 90 to 100%; B, 80 to 89%; C, 70 to 79%; D, 60 to 69%; or F, 59 or less.

TOTAL Points will be:

Portfolio showcasing work in the field:	400 points
Lesson plans	200 points
Evaluations	200 points
Educational Goals	20 points
Journal entries	100 points
Hours completed:	100 points
Professionalism and class participation:	50 points
TESS-ATR-based evaluations:	50 points
TOTAL:	1020 points

At the end of the semester your grade will be assigned based upon where your percentage falls within the following general categories:

A	90-100%	B	80-89%	C	70-79%	D	60-69%
F	59% and below						

Open Communication

I value my students and your opinions and encourage you to express your feelings. This is especially important if you feel I have not fairly assigned a grade to your work. If you feel that your work should be reassessed, you must call it to my attention within 2 weeks after the assignment is returned. After that point, I will not reassess work.

VI. Attendance and Participation Policy

Attendance and class participation are required because experience (and research) says active engagement in this class will help you learn. You cannot be actively engaged if you are not there. In addition, the very small, intimate class size necessitates your attendance. Active engagement means **putting away your cell phone and computer** and being fully intentional about learning. That attitude will help you do well—and help the class be interesting for all. Raise an issue, ask

questions, take part in discussions.

VII. Other Class Policies

Late and Missing Assignments and Exams

If you are faced with turning in late work or missing an exam:

- Discuss your situation with the instructor prior to the due date—then email her as a backup.
- Post your work on Blackboard as soon as it is completed. Although the portal will remain open until the end of class, the final grade will be docked a letter grade for each day it is late as verified by Blackboard unless there is a verified, compelling reason the work is late. (Remember that computer failure is NOT a legitimate excuse for late work.) For example, if you score an A on an assignment, you will receive a B if it is turned in one day late, a C if it is turned in two days late, etc. After the fourth day, the grade will be an F. However, even if the grade is an F, 60% of points is far better than 0% of the points. Turn your work in!
- You are responsible for checking Blackboard to make sure the work you turn in is there and able to be opened.
- Exams will only be rescheduled at the discretion of the instructor. You are responsible for ensuring that you do not have flights and travel plans that conflict with course exams!

Student Support

If you have a disability or other need for accommodation, please inform the instructor as soon as possible so that she can facilitate your need. This information will be treated as private and confidential. Remember that the Center for Educational Access (CEA) is available to you, and can help advocate for any accommodations you made need: <http://cea.uark.edu/>

If you are in need of particular support, I encourage you to contact **Counseling and Psychological Services (CAPS): 575-CAPS (2277), which is free of charge to students.**

For assistance with writing, referencing, APA style, or to have someone diagnose your errors and teach you to correct them, please seek help from The Quality Writing Center: KIMP 316 / 575-6747 / writcent@uark.edu <http://qwc.uark.edu/>

A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations: <http://www.uark.edu/academics/academic-support.php>

Academic Integrity / Plagiarism

Be honest and ethical in your approach to this class, including the lesson plans you write and the attendance records you keep. Policy states, “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

Dishonesty of any kind with respect to examinations, course assignments, or alteration of records shall be considered cheating. This includes plagiarism, using AI to create a lesson plan for you, forging a signature on a timesheet or misrepresenting your hours, hiring others to do your work, or cheating in any other form, including making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. Students also should do everything possible to be responsible during the exam process and to be honest in the performance of assigned tasks in or out of class. Please refer to the University policy on academic dishonesty on the Provost’s web page to see how the U of A will be handling cases of suspected dishonesty.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

AI/ChatGPT

For guidance on ethical use of AI, such as ChatGPT, read this article:
<https://bizcomm.uark.edu/usingchatgpt/> . Of particular note is this section:

“As generative AI is a relatively new development, the university is still determining the best solution and policy response for students and faculty. That said, the university’s [plagiarism policy and sanction rubric](#) clearly state that students must cite correctly (see Level One Violations) and must have the instructor’s authorization to use a resource before using it (Level Zero Violation). As before, we will update this resource regularly as university policies solidify and/or change. Faculty members who think a student has used generative AI without citing or after they specifically request students not use it can use the university’s institutional-grade resources for detecting AI-generated text.”

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools are examples of online learning support platforms: they can not be used for course assignments except as explicitly authorized by the instructor. *The following actions are prohibited in this course:*

- Submitting all or any part of an assignment statement to an online learning support platform;
- Incorporating any part of an AI generated response in an assignment;
- Using AI to summarize or contextualize source materials;
- Submitting your own work for this class to an online learning support platform for iteration or improvement.

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation.

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of academic dishonesty and will be treated as such.

More information from <https://tips.uark.edu/what-is-chatgpt/>:

What Chat PGT is not:

- First and foremost, **it is not more than the sum of its part**. That is to say, it is not creating original thought. It is simply taking the thoughts and creations of humans and feeding them back to us in a way that feels [somewhat] human.
- **It is not always accurate**. While you will often get the right answers from AI, it can sometimes also make up incorrect facts or give you responses that are completely unrelated to the question that you asked.
- **It isn't neutral**. People often want to believe that if they ask a machine for an answer, they will get a sterile answer with no human bias. However, these systems are built using data that we fed into them – data that was created by humans. So, if that data is biased then the output of the AI will be as well.

Note and Powerpoint Selling or Distributing

There are companies that will try to lure you into selling the notes you take in this class, or my powerpoint lectures. Don't let these companies take advantage of you. Selling my class notes or powerpoint lectures to any commercial service, I will consider a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Campus Emergency or Assistance Notifications

Many types of emergencies can occur on campus; instructions for specific emergencies such as

severe weather, active shooter, or fire can be found at emergency.uark.edu. The University of Arkansas also has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up: <http://emergency.uark.edu/emergency-notification-system/index.php>

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- CALL- 9-1-1
- AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Concealed Handguns

Per the statement from Chancellor Steinmetz made on Monday, April 24, 2017: “**Concealed handguns will not be allowed** at athletic events or **in the Jean Tyson Child Development Study Center**, nor will they be allowed to be stored in residence halls.”

Inclement Weather/Illness Policy

Class will be held as scheduled unless the University closes due to bad weather or the instructor can't safely get off her hill. Students also have a right to make this call for their own personal safety. If the University or the instructor cancels class for inclement weather, the absence will not be counted as such in your attendance tally. You are encouraged to log-on to the University web page at www.uark.edu and look for a weather announcement and/or listen to local television or radio broadcasts for school closings. If the University is closed or class is canceled, the instructor will also attempt to send an email message to all students via their uark.edu email accounts. However, power outage may make this impossible.

If the University is closed due to weather or illness, students are reminded to keep up with their reading. If closing is extended, the instructor may also post videos, assignments, etc. (if electricity is intact).

Anti Bias

The instructor will do all within her power to eliminate racism, sexism, and other forms of prejudice in this classroom. If you believe that you have experienced any form of prejudice, please bring it to my attention.

We will be discussing many styles of parenting, some of which will be different than the parenting you may have experienced. However, when you work professionally with children, you also work in a professional role with their parents. It is important to do so with respect and appreciation for the circumstances in which parents are functioning. These, too, may be very different for the circumstances you have known in the past. It is important to appreciate that almost all parents want the very best for their children and may be struggling with being unable to provide what you consider “best.”

Cell Phones and Electronic Devices

The number one student complaint about rude behavior in the classroom is cell phones ringing, buzzing, and clicking in class. Texting is also distracting to others—and to me. For this reason, avoid use of electronic devices during class meetings.

VIII. Tentative Schedule

This course will model for students the concept of emergent curriculum as used in early childhood curriculum planning. This means that topics we discuss will depend on the concerns/needs of the students as they arise. We will rely on various readings to address the topics important to us. We will also discuss the Arkansas Teacher Excellence Support System (TESS-ATR) - including its origins, the objectives of TESS-ATR, and what to expect as a teacher.

Tentative topics are:

Week	Class topic		
1	The Teacher Education Support System	- Internship begins	<i>Phase One</i>
2	Developmentally appropriate practice	- Schedule set with teacher. - Educational goals for 5+ students. -Rapport building	
3	<i>TBD</i>		<i>Phase Two</i>
4	Behavior charts and rewards	<u>Readings on Blackboard</u>	

5	<i>No Class – individual meetings this week</i>		
6	Interviewing for teaching jobs	Teacher Education Career Readiness Day: Date Feb 20	
7	<i>No class – TESS-ATR observations</i>	- Professional email for second placement drafted and sent after approval. - Write thank you cards to principal and mentor teacher	
8	Courage in teaching <u>Teaching Kindergarten:</u> <u>Chapter 10</u>	- Internship 2 begins (approximate date). - Schedule set with teacher. - Educational goals for 5+ students set.	<i>Phase Three</i>
9	<i>TBD</i>		
10	<i>TBD</i>		
11	<i>TBD</i>		
12	Using DAP to teach common core		
13	<i>No class – TESS-ATR observations</i>		
14	Portfolio presentations:		<i>Phase Four</i>
15	Portfolio presentations:		
16	Portfolio presentations:	Write thank you cards to principal and mentor teacher	

University of Arkansas, College of Education and Health Professions

Department of Curriculum and Instruction

I. Program Affiliation: Special Education

Course Number and Title: CIED 3023 - Survey of Exceptionalities

Catalog Description:

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools.

Prerequisites: [CIED 1013](#), or [MUED 2012](#), or [AGED 1123](#), or [PSYC 2003](#).

II. Broad Learning Objectives

- Describe the different categories of exceptionality
- Explain the strengths and needs of students across exceptionalities
- Identify practices to promote desired outcomes for students with exceptionalities
- Describe the legal requirements related to education of individuals with exceptionalities in elementary and secondary schools.

III. Course Objectives

Listed below are the course objectives and their alignment across the [CEC Standards of Initial Preparation](#) and the [High Leverage Practices](#).

- Explain the law and regulations governing the provisions of educational services to individuals with exceptionalities. (CEC Initial Preparation Standard 6; ADE 4.7, 6.1, 6.2)
- Determine role and responsibility in the development and implementation of educational programs for students with exceptionalities. (CEC Initial Preparation Standard 6; ADE 4.6, 5.30, 5.31, 6.1, 6.2; ATS)
- Describe the categories of exceptionality. (CEC Initial Preparation Standard 1; ADE 1.1, 1.2, 1.6, 1.8, 4.6; ATS)

- Describe the learning and behavior characteristics of individuals with exceptionalities. (CEC Initial Preparation Standard 1; ADE 1.1, 1.2, 1.6, 1.8, 4.6; ATS)
- Explain examples of appropriate instructional and environmental interventions and/or modifications across exceptionalities. (CEC Initial Preparation Standard 2 & 5; ADE 3.3, 3.4, 3.6; ATS)
- Identify barriers to providing educational services to individuals with exceptionalities of varying ages, cultures, and diverse backgrounds. (CEC Initial Preparation Standard 1, 4, & 5; ADE 6.1, 6.2, 7.1, 7.2; ATS)
- Describe appropriate use of technology for individuals with exceptionalities. (CEC Initial Preparation Standard 5; ADE 7.2; ATS)
- Examine personal beliefs and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6 & 7, ADE 6.1, 6.2; ATS)
- Define the role and function of the Council on Exceptional Children (CEC) Code of Ethics in the education of students with exceptionalities and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6; ADE 6.1, 6.2; ATS)

IV. Lessons

Lesson One: Introductory Activities

Objectives

After completing this lesson, you will be able to:

- Describe educator responsibilities related to mandated reporting.
- Apply person first language when discussing individuals with disabilities

Lesson Two: Evolution of Inclusion

Objectives

After completing this lesson, you will be able to:

- Describe the history of special education services (1)
- Discuss the meaning and importance of inclusion (1)
- Identify the critical elements of inclusive contexts (1)
- Identify the different environments in which students can receive services (1)
- Identify teacher's role in provision of services (3)

Lesson Three: Individual Education Plan & Section 504 of the Rehabilitation Act

Objectives

After completing this lesson, you will be able to:

- Describe services available to students with exceptionalities (2)
- Discuss the steps of the IEP process (2)
- Distinguish between Section 504 & IDEA (2)

Lesson Four: Students with Learning Disabilities

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with learning disabilities (4, 5)
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with learning disabilities (6)

Lesson Five: Students with Emotional/Behavioral Disorders

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with emotional/behavioral disorders
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with emotional & behavioral disorders

Lesson Six: Students with Intellectual Disabilities

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with intellectual disabilities
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with intellectual disabilities

Lesson Seven: Students with Attention Deficit/Hyperactivity Disorder

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with attention deficit & hyperactivity disorder
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with attention deficit & hyperactivity disorder

Lesson Eight: Students with Autism

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with autism
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with autism

Lesson Nine: Students with Speech and Language Disorders

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with speech and language disorders
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with speech & language disorders

Lesson Ten: Students with Sensory Impairments

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with sensory impairments
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with sensory impairments

Lesson Eleven: Students with Low Incidence Disabilities

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with low incidence disabilities
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with low incidence disabilities

Lesson Twelve: Students At Risk

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students at risk
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students who are at risk

Lesson Thirteen: Students with Special Gifts and Talents

Objectives

After completing this lesson, you will be able to:

- Describe the characteristics of students with special gifts and talents
- Explain examples of appropriate instructional and environmental interventions and/or modifications for students with special gifts and talents

Lesson Fourteen: Teaching Students in Early Childhood Settings

Objectives

After completing this lesson, you will be able to:

- Describe supports for learners in early childhood learning settings.
- Identify different elements of inclusive early childhood classroom environments

Lesson Fifteen: Secondary Education and Transition Services

Objectives

After completing this lesson, you will be able to:

- Describe supports for learners in secondary education settings.
- Identify different steps of the transition planning process
- Describe the role of the teacher in securing transition-related services and supports

V. Assignments and Grading Scale

1. Self-Introduction

Total Points: 20

The purpose of this assignment is to introduce yourself and learn more about your peers

2. First Person Language Quiz

Total Points: 10

The purpose of this assignment is to build your knowledge related to first person language and role as a mandated reporter

3. Mandated Reporter Training

Total points: 10

The purpose of this assignment is to build your knowledge related to your role in protecting children and youth as a mandated reporter.

4. Three Asynchronous Discussion Groups

Total Points: 30 (10 points each)

Over the course of the semester, you will participate in three discussion groups. For each discussion, you will be assigned to a group and given a prompt or series of questions to respond to. To earn your points, you will post an original response to the prompt and comment on three peers' posts.

5. Eight Mini-Assignments

Total Points: 80 (10 points each)

Over the course of the semester, you will complete eight mini-assignments. These assignments are aligned with the content presented in the lessons and aim to extend your knowledge related to providing services or supports to individuals with exceptionalities. Please be sure to review the rubric for each assignment prior to submission.

6. Three Collaborate Sessions

Total Points: 150 (50 points each)

Throughout the semester, there will be three collaborate sessions held. The purpose of these sessions is to review and discuss content presented across each lesson in order to build better understanding. Prior to attending the session, you will be expected to complete the collaborate session discussion guide.

7. Interview with a Family of Child with Disability or Adult with Disability**

Total Points: 150

For this assignment, you will be interviewing the family of an individual with a disability or an adult with a disability. This assignment is meant to expand your understanding of the experiences of individuals with disabilities, the supports currently in place, and the opportunities that remain.

8. Community-Based Field Experience**

Total Points: 150

For this assignment, you will be volunteering for a minimum of 10 hours with an organization providing services to persons with disabilities. This purpose of this assignment is to expand your experiences with individuals with disabilities and the organizations that serve them. During this experience, you will be responsible for keeping a journal to reflect on your activities. Additionally, you will create a presentation to share the impact of your volunteer experience with your peers.

Total Points: 600

****Failure to complete the field experience assignments will result in failure of the course.**

Grading Scale I

Letter	Points	Percent
A	Points: 537-600	90-100%
B	Points: 477-536	80-89%
C	Points: 417-476	70-79%
D	Points:357-416	60-69%
F	Points 0-357	59.99% and Below

Note.

All written assignments are to be prepared on a computer and submitted in a Microsoft Word (.doc or .docx). Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. For your written assignments, use Times or Times New Roman 12 font with 1-inch margins and double spacing. The Publication Manual of the American Psychological Association (6th ed.) format is to be used when citing materials both in-text and in the reference list.

HINT: Retain a personal copy of your field experiences since they will not be returned to you

VI. Technology & Communication

- Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.

- In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional
- **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course [Click image to go to the UofA Blackboard Login].
- Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile
- Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
- The [University of Arkansas Distant Education Library and the Mullins Library](#) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
- **myCourseEval** is used for end of course evaluations and are completed online to ensure complete confidentiality

VII. Academic Honesty

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the university's 'Academic Integrity Policy' at <http://honesty.uark.edu/policy/index.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

VIII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

IX. Academic Appeals

Undergraduate students who wish to seek further review of an academic or non-academic decision or action by the University or a University employee (in an official capacity) that the student contends was in violation of written campus policies, or constitutes unfair or unequal application of such policies, should first seek to resolve such concerns through informal discussions. In particular, grievances regarding academic matters should generally begin with informal discussions with the student's instructor or with the faculty member supervising a course. If such informal discussions do not reach a satisfactory resolution, then the student may pursue a grievance following the steps [in this student grievances and appeals policy](#).

X. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

XI. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at [**emergency.uark.edu**](http://emergency.uark.edu).

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL- 9-1-1**
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

- **DENY**- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

- See the inclement weather information at uark.edu. Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
- Check voice email for announcements
- Listen to KUAF Radio, 91.3 F< or other local radio and television stations for announcements
- Contact your supervisor or instructor

XII. Course Resources

Mullins Library

University General Access Computer Laboratories

XIII. Required Textbook

Smith, T., Polloway, E., & Taber-Doughty, T. (2020). Teaching students with special needs in inclusive settings (8th ed.). Pro-ED.

UNIVERSITY OF ARKANSAS
SCHOOL OF SOCIAL WORK
Child Advocacy I: Child Maltreatment SCWK 3013

Instructor Information

Instructor: Professor Betty Parker LCSW
Office Hours: See Blackboard for details
Office: BALL 212
E-mail: balderma@uark.edu
Phone: 479 575-2957

Welcome!

Welcome to Child Advocacy Studies I: Child Maltreatment (SCWK 3013)! I'm so pleased that you've chosen to commit this semester to learning about this challenging topic. I know that some of the topics we cover will be hard to think about, but I am hopeful that you will see the benefit and positive impact you can have even if you never work specifically within the profession of Child Advocacy. It's an honor to be on this journey with you! **General Content Advisory:** *This course will, obviously, discuss topics related to child maltreatment including physical and sexual abuse, neglect and other forms of child maltreatment and reviewing content that might contain descriptions of abuse/neglect perpetrated against our most vulnerable populations. I make every effort to give you a content advisory for any "surprises" in the content, but want students to be mindful of this as we begin the course. Please be sure that you have a plan for self-care in place and that if your personal history has been impacted by these topics and/or you have particular sensitivities to these topics that you are prepared to seek out assistance with any concerning content. I am always here to provide assistance in connecting with resources, if any students should need my assistance in this area.*

Contact with Instructor and Grading Periods: Emails generally receive a response within 24- 48 hours during weekdays. Grading periods usually last between one and two weeks, depending on the length of the assignment. Discussions, Reflection Papers or Quizzes and Journals are typically graded within the week that follows so that students have timely access to constructive feedback.

This course is the introductory course for child advocacy studies. This course covers the history, comparative perspectives, legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary.

Practical experience as well as theoretical and conceptual learning will be a part of the course. In addition, students will have opportunities to hear about working in the child welfare system from professionals currently practicing in the field through the use of video interviews and other supplemental media. Throughout the course, cultural humility and family-supportive practice concepts will be explored and emphasized.

COURSE OBJECTIVES

Upon successful completion of this course you will be able to demonstrate achievement of the following educational objectives:

1. Learn about and apply critical thinking/analysis to child maltreatment issues and research, including the use of Problem-Based Learning (PBL). (ADE 1.2, 1.3, 1.6, 1.8)
2. Explore the historical trends in child maltreatment and child advocacy. (ADE 6.1, 6.2)
3. Recognize the historical and philosophical underpinnings of responses to children and child maltreatment. Students will explore the different beliefs over a historical period and through different cultural responses.
4. Understand one's personal values and perceptions and the impact those could have on practice. Students should be able to recognize, using PBL, when their own values/beliefs (subjectively) interfere with their ability to be objective when working with at-risk children and families (ADE 6.1, 6.2; ATS 3a, 3f, 9j, 10f).
5. Understand how to identify and respond to various forms of child maltreatment and possible indicators of child abuse and neglect.
6. Explore, identify and discuss various ways in which children and families are impacted by child abuse and neglect (ADE 1.2, 1.3, 1.6, 1.8; ATS 1c, 2m).
7. Describe the investigative process and the roles of multidisciplinary team members/various professionals in the field and their unique perspectives relevant to child maltreatment.
8. Identify and discuss various issues pertaining to child maltreatment and recognize oppositional positions (Topics: Adverse Childhood Experiences research, polyvictimization, interpersonal violence, perspectives on corporal punishment, compassion fatigue/vicarious trauma, legal system responses to child maltreatment, perpetrator characteristics).
9. Develop and demonstrate understanding of the complexities of working in the field of child maltreatment.

10. Demonstrate knowledge of what can be done to both prevent child maltreatment and intervene effectively when it occurs (ADE 1.4).
11. Explore and discuss how issues of race, class, sexual orientation, religion, gender, poverty and social justice influence investigation of child maltreatment.

ACADEMIC INTEGRITY

All assignments should be prepared specifically for this course and should not have been used in any other course, including repeat attempts at the same course. All direct quotes or paraphrasing used in paper assignments should be properly cited and referenced using APA standards for formatting.

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Cases in which there is evidence of cheating will result in penalties ranging from zero on an exam, paper, or assignment to University disciplinary action. A student will not be notified by this professor directly if an assignment is reported to the Office of Academic Integrity, the office will initiate contact. Academic dishonesty is taken very seriously and will not be tolerated.

Use of websites such as Course Hero to access answers to quizzes, journal prompts and case reflections is cheating and fairly easy to recognize. Do NOT utilize these sorts of websites as a resource to complete assignments for this course.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have already established accommodations with the Center for Educational Access (CEA), please request your accommodations letter early in the semester and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through CEA, but have a documented disability

and require accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical, health or temporary impacts), contact CEA directly to set up an Access Plan. CEA facilitates the interactive process that establishes reasonable accommodations. For more information on CEA registration procedures contact 479-575-3104, ada@uark.edu or visit <https://cea.uark.edu>.

RESPECT FOR DIVERSITY IN WRITTEN AND ORAL COMMUNICATION

The UA School of Social Work uses the “NASW Guidelines for Describing People” to assist students in ensuring their written and oral communication is free of bias and respectful of the persons being described. In the interest of accurate and unbiased communication, social work students and faculty should not use language that may imply ethnic, racial, sexual, or other kinds of discrimination, stereotyping, or bias.

The University is committed to providing a safe learning environment for all students that is free from unlawful discrimination and harassment. Discrimination or harassment based on race, national origin, sex, gender, sexual orientation, gender identity, pregnancy, age, disability, religion, marital or parental status, protected veteran or military status, genetic information and any other protected characteristic under applicable federal and state laws is prohibited. Any person may report allegations of discrimination and harassment online at report.uark.edu, or may do so in person, by mail, by telephone, or by email.

Please be aware that faculty members (including graduate assistants and teaching assistants) are required to report information about suspected or alleged sexual harassment or other potential violations of the University’s Title IX Policy to the Title IX Coordinator, and other forms of discrimination or harassment must be reported to OEOC. Additional information about reporting and resources are available at titleix.uark.edu or oeoc.uark.edu.

Name and Pronoun Use in the Classroom Class rosters are provided to the instructor with the student’s legal name. The instructor will gladly honor your request to address you by the correct name and gender pronoun if it varies from what is listed in the roster. Please advise your instructor of this request early in the semester so that they may make appropriate changes to language use in the classroom

COURSE EVALUATION

As an instructor, I wish to be aware of the supports and impediments to student learning. Students have the opportunity to complete a final course evaluation at the end of the semester. Your input is important as it keeps me abreast of effective teaching techniques and course improvement. *I also encourage students to provide me with feedback at any time during the semester. I really appreciate hearing from students!*

Required Texts

Child Abuse and Neglect, 3rd Ed. By Monica L. McCoy and Stefanie M. Keen, published by Taylor. ISBN 9780367404871

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Teaching Philosophy and Availability

Learning is a two-way street. The instructor's role is to guide the student's learning and to serve as a resource. Course exams and assignments will be graded and available for students to view within a two-week period. I will inform you if the grading process is delayed. Students are expected to contact me if there are questions or problems understanding the course materials, assignments, or readings. You may contact me via e-mail, and I will respond within 24-48 hours. I am also available for office visits by appointment, to meet via Zoom or schedule a meeting by phone.

My teaching style involves challenging students to grow as they prepare for professional life after graduation, while also being encouraging and supportive. It can be difficult to interpret "tone" via Blackboard and grading feedback may come across as stern or overly serious. This is usually related to the need for efficiency in grading (to meet grading timelines). If you would like additional grading feedback, it is recommended you request an office, phone, or Zoom appointment. I place a high value on communication and encourage students to reach out if they have concerns or need additional support.

Course Policies

Religious Observances: Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to request accommodations for religious reasons, please inform the instructor ahead of time and we will work together to accommodate.

Note on Fee Structure: According to a new fee structure by the Board of Trustees, students are now charged per credit hour for each hour taken; there is no cap on the per credit 15 hours. If the student drops the class after the first week of classes, the tuition for that class is canceled. You are encouraged to check the deadline for dropping a class and receiving a 100 % adjustment.

Contact between the Instructor and Students: Students are expected to check Blackboard as well as their email account regularly (at least every other day) for important notices, scheduling changes, or any other course revisions. Students are responsible for information provided via email and through Blackboard. It is also expected that students will read any grading feedback the instructor provides via

Blackboard, in order to make any necessary changes to future work. I check my email at least once a day, and try to respond to students within 48 hours during the work week (I do not always respond to emails in the evening or on weekends). At times, I may email students with updates, questions, assignments, etc. It is expected that students check their emails and announcements on Blackboard on a regular basis to be able to follow-up with any changes or requests for information.

Self Disclosure Statement: The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

Writing Expectations: Correct grammar, punctuation, and spelling are required for ALL written assignments. Although each grading rubric may not incorporate points for writing, punctuation and spelling, I reserve the right to deduct points from any assignment for poor quality and issues in these areas. Type all written assignments and be sure to include the cover page. Handwritten assignments will not be accepted.

Available Help: CLASS+ is a campus-wide academic support service for ALL students enrolled at the University of Arkansas. CLASS+ provides many services, including tutoring, academic success workshops, academic consultation, and supplemental instruction. All of their services are free. CLASS+ is located in Gregson Hall, garden level. Visit their facilities or their website at <http://class.uark.edu> to learn more about the CLASS+ programs and services. The Counseling and Psychological Clinic (CAPS) at 575-2277 offers a range of mental health services.

Policy Regarding Late Written Assignments

Because assignment dates are given in advance, students should have ample time to prepare their schedules to accommodate their workload. I do not accept late assignments. **All assignments are due by 11:59pm on the due date.** Assignments not submitted by this time will result in a grade of "0" points. Be sure to attach the right paper in the case of written assignments. 25% will be automatically taken off from assignments that have the wrong paper attached (if discovered after the due date has passed).

Extenuating Circumstances: Students who have extenuating circumstances (e.g. serious illness or death in the family) preventing them from taking an exam or turning in an assignment on the due date are expected to notify the instructor before the due date

to discuss an extension – failure to do so will result in point deductions or a score of “0”. If a student has not discussed an extension with the instructor, he/she will incur the same penalties so please plan accordingly. **Communication is vital in all learning, but particularly in online learning. It is essential that you communicate any extenuating circumstances that you might be having as soon as possible.**

Technical Issues: If you are unable to upload an assignment to Blackboard by the deadline due to any kind of technical issues, you are expected to email a copy to the instructor before the deadline. You will then need to upload your assignment successfully within 24 hours. If you encounter technical issues with Blackboard, utilize the Blackboard Help Desk. Verification of your interaction with Blackboard will be helpful if your situation requires accommodation.

COURSE PERFORMANCE EVALUATIONS

Students will earn points for the following:

Assignment	Maximum Points
Lesson 1 PBL Quiz	5 points
Introduction Discussion	5 points
Quizzes (10 pts. each)	50 points
Mandated Reporter Quiz	15 points
Discussions (10 pts. each)	40 points
Journals (10 pts. each)	80 points
Case Reflection Assignment (20 pts each)	40 points
Comprehensive Case Reflection Assignment	100 points
Comprehensive Final Exam	105 points
Total Points	440 points

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

If a student ends the semester with a borderline grade, such as 89.5, but has missing assignments and has not taken advantage of any extra credit opportunities, the grade will not be rounded up.

Grades in this course are not truly weighted. The final grade is a result of the raw scores that the student earns. The course weights are provided students with additional context regarding the point distribution in the course.

ASSIGNMENTS

Discussions on Blackboard/VoiceThread

Students will be asked to engage in discussions on Blackboard and/or via VoiceThread. Each discussion will be worth 10 points. Video or audio are preferred for Voicethread assignments, but text is allowed.

To receive full points on your Discussion Boards:

1. Answer all questions as directed
2. Provide thoughtful responses **to at least 2 classmates** as directions indicate: these need to be more than just “I agree...” the goal for discussions is to create a conversation and increase perspective
3. Use proper grammar, punctuation, and spelling

Case Reflection Papers

Case Reflection assignments are intended to provide students with the opportunity to apply what they have learned in the lessons to child welfare cases. We will have four standard Case Reflection Assignments (1-2 pages) and one Comprehensive Case Reflection Assignment (3-5 pages). Case Reflections should thoughtfully address all components of the prompt/all questions in the prompt based on the case example or case study provided, citing examples from your understanding of the lesson content (including text, videos, articles and other supplemental readings or websites). All Case Reflections should meet the guidelines below.

- Submitted as a pdf or word document
- Double spaced
- Not exceed the length requirement of the assignment
- Cite as appropriate and put in a reference page as needed (If using the textbook as a source, please remember to cite this in the reference page)
- APA formatting (not necessary to utilize running head or abstract)

Journals

Journal entries are private between the student and instructor and are meant to be a

space to process and reflect. Entries should be thoughtfully developed and lengthy enough to answer the questions fully. However, these do not need to be longer than a couple of paragraphs. These should NOT be more than 1 page in length, at the very most. These can be submitted directly on Blackboard, rather than a separate Word doc or PDF.

Quizzes

You will have quizzes throughout the semester. You will have 45 minutes to complete each quiz. The quizzes cover content that has been covered in that week’s lesson.

Final Exam

This is a 50 question, multiple choice/short essay format final exam. It will be randomized and you will have 120 minutes to complete. You will not be allowed multiple attempts and backtracking is prohibited. The timer for the exam DOES NOT STOP if you “log off” and return to complete it later. All work needs to be completed independently. But you can use notes or any materials provided in the semester.

EMERGENCY PROCEDURES

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

RazALERT

The University of Arkansas has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up, visit the RazALERT website.

Spring Semester Sample Schedule 2024

*** All Assignments are due by 11:59pm on the due date***

Lesson	Activity	Points	Due Date
Lesson 1: Introduction to Course and Child Maltreatment	Lesson 1 Quiz	5	1/21/24
	Discussion: Introductions	5	
	Journal	10	
Lesson 2: Introduction to Child Maltreatment	Lesson 2 Quiz	10	1/28/24
	Journal	10	
Lesson 3: Risk Factors for Child Maltreatment	Case Reflection Assignment	20	2/04/24

Lesson 4: Mandated Reporting	Mandated Reporter Training Quiz	15	2/11/24
	Journal	10	
Lesson 5: Current Definitions and Indicators of Physical Abuse	Case Reflection Assignment	20	2/18/24
Lesson 6: Current Definitions and Indicators of Child Neglect	Lesson 6 Journal	10	2/25/24
	Lesson 6 Quiz	10	
Lesson 7: Current Definitions and Indicators of Child Sexual Abuse	VoiceThread Discussion	10	3/03/24
Lesson 8: Current Definitions and Indicators of Child Psychological Abuse	Lesson 8 Quiz	10	3/10/24
	Journal	10	
Lesson 9: Resilience and Protective Factors	VoiceThread Discussion	10	3/17/23
3/18/24-3/22/24	SPRING BREAK		NA
Lesson 10: Legal System and Child Maltreatment	Lesson 10 Quiz	10	3/31/24
	Lesson 10 Journal	10	
Lesson 11: Child Protective Services and Multidisciplinary Team Responses	VoiceThread Discussion	10	4/07/24

Lesson 12: Controversial Issues in Child Maltreatment	Comprehensive Case Reflection	100	4/14/24
Last Day to Drop with W: 4/19/24			
Lesson 13: Disproportionality and Child Welfare System Impacts on Marginalized and Minority Groups	VoiceThread Discussion	10	4/21/24
Lesson 14: Perspectives on Prevention of Child Maltreatment	Lesson 14 Journal	10	4/28/24
	Lesson 14 Quiz	10	
Lesson 15: Course Wrap Up and Final Exam Review	Lesson 15 Journal	10	5/02/24 THURSDAY
	Study for the Final!		
Reading Day			5/03/23
Final Exam	Final Exam Opens: 5/06 at 8:00am Closes: 5/07 at 11:59pm	105	5/06/24- 5/07/24
Total Points:		440	

**** All Assignments are due by 11:59pm on the due date****

University of Arkansas, College of Education and Health Professions
DEPARTMENT OF CURRICULUM AND INSTRUCTION

I. Program Affiliation: Special Education

Course Number and Title: SPED 4413 - ABA and Classroom Management for Teachers

Catalog Description:

Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports. Field experience required.

Instructor: Renee Speight Ph.D., BCBA-D

Contact Information: rspeight@uark.edu

Office Hours: By appointment

II. Course Goals & Objectives

The goal of this course is to prepare students who will be knowledgeable concerning principles and practices of applied behavior analysis. Listed below are the course objectives and their alignment across the [CEC Standards of Initial Preparation](#) and the Arkansas Department of Ed.

Course Objectives:

By the conclusion of this course each student will:

- Understand the behavior analytic account for learning and behavior (CEC Initial Preparation Standard 1; ADE 1.1-1.8)
- Demonstrate knowledge of a multi-tiered system of support (CEC Initial Preparation Standard 4 & 6; ADE 2.9, 4.3, 4.7, 4.9, 4.10, 5.31)
- List, describe, and implement behavior management strategies used with children and youth displaying problem behavior (CEC Initial Preparation Standard 2, 4, 5, & 6; ADE 4.3, 4.7, 4.9, 4.10, 7.1)
- Collect reliable data across problem behavior topographies (CEC Initial Preparation Standard 4 & 6; ADE 4.1, 5.30, 6.1, 6.2, 6.4, 7.1, 7.3)
- Leverage technology as a tool for classroom management (CEC Initial Preparation Standard 5; 4.9, 4.10)
- Maintain adequate records to demonstrate student progress toward behavior goals (CEC Initial Preparation Standard 1 & 4; ADE 6.1, 6.2, 6.4)
- Analyze functional assessment data and prepare intervention recommendations ((CEC Initial Preparation Standard 1, 2, 4, 5, 6, & 7; ADE 1.4-1.8)

III. Instructor Expectations of All

- All of us (you, me, your peers) will work to the best of our abilities.
- All us (you, me, your peers) will communicate effectively orally and in writing.
- All us (you, me, your peers) will think analytically and produce original work.
- All of us have a responsibility to create an environment for all to learn.
- All of us will be prepared to participate and engage in this class so we all benefit from each other's knowledge, insights, and experiences.
- All students will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals in their interactions in our classroom and within this learning community.

IV. **Assignments**

1. In-Class Activities & Participation

The purpose of this assignment is to promote collaboration with peers within our learning community. For each class meeting, you will be expected to have completed the assigned readings and be prepared to contribute to the activities and discussions. Class participation must display clear application of key learning. (10 points/session)

2. Developing a Classroom Group Contingency

The purpose of the assignment is to understand the steps for developing and implementing a group contingency as part of a multi-tiered classroom management system. You will identify the type of group contingency you will use and include a rationale for its selection. You will choose the target behaviors, identify the groups, decide how points will be earned and rewarded, determine a schedule, and select rewards. (100 points)

3. Measurement of Interfering Behaviors

The purpose of this assignment is to gain practice in collecting data across various topographies of behavior using four methods of recording (e.g., interval recording, time sampling, rate, and duration). You will define a behavior, develop a tool for measuring the behavior, graph, and interpret the data (100 points).

4. FBA Data Collection, BIP Development, and Presentation

The purpose of this assignment is to understand the tertiary level of assessment and intervention. For this activity, you will identify an interfering behavior, collect data on the behavior, develop a behavior intervention plan, create a treatment integrity checklist, and present your assessment data and intervention to peers. This project will be completed in four phases across the semester (350 points).

V. **Evaluation**

All written assignments are to be prepared on a computer. Typos, misspellings, and grammar errors may result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. Avoid language that is sexist, cultural biased, reinforcing of stereotypes, or offensive to persons with disabilities. Forms such as a data collection form do not need to be typed;

original forms that are scanned and submitted are preferred. The instructor will assess the student's knowledge of the content of assigned readings and instructor lessons through class discussions and key assignments.

The grade in this course is based on points accumulated. All assignments must be completed; otherwise, the student will earn an "F" in the course.

VI. Assignment Points and Grading Scale

Students can earn up to 850 points.

Class Session Activities & Participation	300 points
Group Contingency Assignment	100 points
Behavior Measurement Assignment	100 points
FBA/BIP Phase I	100 points
FBA/BIP Phase II	100 points
FBA/BIP Phase III	100 points
FBA/BIP Presentation	50 points
TOTAL	850

A	(90 - 100%)
B	(80 - 89%)
C	(70 - 79%)
D	(60 - 69%)
F	(0 - 59%)

VII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

VIII. Communication

In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional

IX. Attendance, Assignment Completion, and Incomplete Policy

Attendance and active participation are essential for understanding the course content as well as engaging in the learning process with others. As a member of a learning community and a professional educator, it is expected that you demonstrate responsible attendance; arrive punctually for class; actively anticipate in class sessions; and schedule all appointments (medical, work, etc.) at times other than class times. Attendance and participation will be recorded throughout the semester.

No more than three absences are permitted during the semester. Any absence from class (excused or unexcused) will be counted as an absence unless a department of the University of Arkansas excuses it for official university business. If you are more than 5 minutes late, you will be marked tardy, and will not receive full attendance/participation credit for the day. Three tardies will count as a full class absence. Students are expected to communicate via email when they will be absent and make arrangements to make up work missed. Students will be expected to follow Covid related [quarantine and isolation guidelines](#) throughout the semester and will not be penalized for doing so.

*Per University policy, an **incomplete grade** for a course may be assigned when a legitimate circumstance has prevented the student from completing all course requirements and the work completed at the time of assigning the incomplete is of passing quality. If a student believes that they have a legitimate circumstance and would benefit from an incomplete grade and extension of time to complete assigned work, they must communicate this request with the instructor as soon as possible. It is the discretion of the instructor that determines what qualifies as a legitimate circumstance and if an incomplete grade is appropriate given their knowledge of the student's work to date. If instructor approves the incomplete they with the student will create a plan and timeline for submission of work. (Add for BSE: Please note that students in the Bachelors of Special Education program must complete coursework in the sequence specified by the program and will not be approved for internship if coursework is not satisfactorily completed.)*

X. Technology & Communication

- Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.
- In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional
- **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course [Click image to go to the UofA Blackboard Login].
- Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile
- Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
- The [University of Arkansas Distant Education Library and the Mullins Library](#) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.

- **myCourseEval** is used for end of course evaluations and are completed online to ensure complete confidentiality at the [MyCourseEval portal](#).

XI. Academic Honesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's "Academic Integrity Policy" which may be found at <http://provost.uark.edu> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Plagiarism and cheating in any form will not be tolerated. Any student found to have cheated or plagiarized the work of other students or published authors will be referred to the office of academic integrity for further action

XII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

XIII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive online behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated. Review the Computer Code of Conduct. Sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behaviors will result in possible removal from the class and /or disciplinary action as delineated in the University of Arkansas Student Handbook.

XIV. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

- Severe Weather (Tornado Warning):
Follow the directions of the instructor or emergency personnel

Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside

If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building

Stay in the center of the room, away from exterior walls, windows, and doors

- Violence / Active Shooter (CADD):

CALL- 9-1-1

AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.

DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

- Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

XV. Course Resources

University of Arkansas Mullins Library including the Distant Education Library

University of Arkansas Computer Laboratories

XVI. Texts and Course Resources

Required Text:

Alberto, P. and Troutman, A. (2016). Applied Behavior Analysis for Teachers, 9th Edition. Columbus, Ohio: Pearson Publishing. edition). Thousand Oaks, CA: Corwin Press.

Websites:

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)

<http://www.pbis.org/default.aspx>

The National Center on Intensive Interventions (NCII)

<http://www.intensiveintervention.org/>

Key resources:

Data-Based Individualization: A Framework for Intensive

Intervention <http://www.intensiveintervention.org/sites/default/files/DBI%20a%20Framework%20for%20Intensive%20Intervention.pdf>

DBI training series <http://www.intensiveintervention.org/content/dbi-training-series>

Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior (DBI Training Series Module

1) <http://www.intensiveintervention.org/resource/introduction-data-based-individualization>

Monitoring Student Progress for Behavioral Interventions (DBI Training Series Module

3) <http://www.intensiveintervention.org/resource/monitoring-student-progress-behavioral-interventions-dbi-training-series-module-3>

Using FBA for Diagnostic Assessment in Behavior (DBI Training Series Module

6) <http://www.intensiveintervention.org/resource/using-fba-diagnostic-assessment-behavior-dbi-training-series-module-6>

Designing and Delivering Intensive Intervention in Behavior (DBI Training Series Module

8) <http://www.intensiveintervention.org/resource/designing-and-delivering-intensive-intervention-behavior-dbi-training-series-module-8>

Tools Charts. Ratings of the scientific rigor of commercially available tools and interventions that can be used as part of a data-based individualization

program. <http://www.intensiveintervention.org/resources/tools-charts>

The IRIS Center

<http://iris.peabody.vanderbilt.edu/>

Behavior and classroom management resources <http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=behavior-classroom-management>

Evidence-Based Practice Summaries <http://iris.peabody.vanderbilt.edu/ebp/>

XVII. Health and Safety Guidelines

Each person must do their part and is expected to comply with university guidelines to reduce virus spread in our campus community. Updates to safety guidelines may change throughout the semester (e.g., [Covid Guidelines](#)). You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website ethics.uark.edu. Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.

XVIII. Schedule

Class Session	Topic	Reading	Assignments	Due Dates (by 11:59 P.M.)
1	Introduction to ABA in Schools	Trump, C. E., Pennington, R. C., Travers, J. C., Ringdahl, J. E., Whiteside, E. E., & Ayres, K. M. (2018). Applied behavior analysis in special education: Misconceptions and guidelines for use. <i>Teaching Exceptional Children</i>, 50(6), 381-393. doi:10.1177/00	1. Readings	Jan 17
2	Behavior Analytic Account for Behavior	Alberto et al., 2017 Ch. 1 Roots of Behavior Analysis	1. Readings	Jan 19
3	Multi-Tiered Systems of Support	https://www.pbis.org/resource/examining-the-evidence-base-for-school-wide-positive-behavior-support	1. Readings	Jan 24
4	MTSS: Group Contingencies	Pokorski, E. A. (2019). Group contingencies to improve classwide behavior of young children. <i>Teaching Exceptional Children</i>, 51(5), 340-349. doi:10.1177/0040059919835438	1. Readings	Jan 26
5	MTSS: Group Contingencies	Chow, J. C., & Gilmour, A. F. (2016). Designing and implementing group contingencies in the classroom: A Teacher's guide. <i>Teaching Exceptional Children</i>, 48(3), 137-143.	1. Readings	Jan 31
6	Developing Objectives	Alberto et al., 2017 Ch. 3 pp. 34-46	2. Readings	Feb 2
7	Expanding the Scope of the Objective	Alberto et al., 2017 Ch. 3 pp. 47-56	1. Readings	Feb 7
8	Data Collection	Alberto et al., 2017 Ch. 4 Procedures for Collecting Data	1. Readings	Feb 9
9	Data Collection Contd..	Alberto et al., 2017 Ch. 4 Procedures for Collecting Data	1. Readings 2. Create Group Contingency	Feb 14
10	Graphing Data	Alberto et al., 2017 Ch. 5 Graphing Data	1. Readings	Feb 16
11	Graphing Data Contd..	Alberto et al., 2017 Ch. 5 Graphing Data	1. Readings	Feb 21

12	Single Subject Designs	Alberto et al., 2017 Ch. 6 Single Subject Designs	1. Readings	Feb 23
13	Determining the Function of Behavior	Alberto et al., 2017 Ch. 7 Determining the Function of Behavior pp. 150-157	1. Readings 2. Methods of Data Collection	Feb 28
14	Function of Behavior	FBA Module https://iris.peabody.vanderbilt.edu/product/fba/	1. Complete FBA Module	Mar 2
15	Developing a Behavior Support Plan	Alberto et al., 2017 Ch. 7 Determining the Function of Behavior pp. 158-184	1. Readings	Mar 7
16	Addressing Common Challenges with FBA/BIP	Hirsch, S. E., Bruhn, A. L., Lloyd, J. W., & Katsiyannis, A. (2017).	1. Readings	Mar 9
17	Positive Reinforcement	Alberto et al., 2017 Ch. 8 Consequences that Increase Behavior pp. 185-211	1. Readings	Mar 14
18	Reinforcement Schedules & Negative Reinforcement	Alberto et al., 2017 Ch. 8 Consequences that Increase Behavior pp. 212-222	1. Readings	Mar 16
March 21 & 23 No Class—Spring Break				
19	Differential and Non-Contingent Reinforcement	Alberto et al., 2017 Ch. 9 Consequences that Decrease Behavior pp. 224-233	1. Readings	Mar 28
20	Extinction and Punishment	Alberto et al., 2017 Ch. 9 Consequences that Decrease Behavior pp. 235-254	1. Readings	Mar 30
21	Differential Reinforcement and Prompting	Alberto et al., 2017 Ch. 10 Antecedent Control and Shaping pp. 256-267	1. Readings 2. FBA Phase 2: Direct and Indirect Assessments	April 4
22	Prompt Fading and Chaining	Alberto et al., 2017 Ch. 10 Antecedent Control and Shaping pp. 268-285	2. Readings	April 6
23	Training for Generalization	Alberto et al., 2017 Ch. 11 Generalization of Behavior pp. 286-303	3. Readings	April 11

24	Self-Management	Alberto et al., 2017 Ch. 12 Teaching Students to Manage Their Own Behavior	1. Readings 1. Phase III. Behavior Intervention Plan	April 13
25	Stimulus Control and Environments	Alberto et al., 2017 Ch. 13 Putting it Altogether	1. Readings	April 18
26	Collaborating with Families	Helton, M. R., & Alber-Morgan, S. R. (2018).	1. Readings	April 20
27	Ethical Considerations & Cultural Responsiveness	PBIS Cultural Responsiveness Field Guide	1. Reading	April 25
28	Putting it Altogether	No Readings	BIP Presentation	April 27
29	Presentation	BIP Class Presentations	1. No Assignments	May 2
30	Presentation	BIP Class Presentations	1. No Assignments	May 4
All Assignments due by May 4 th by 11:59 pm				

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number: SPED 47803
Course Title: Professional and Family Partnerships
Prerequisite: Admission to BSE Special Education or B-K Special Education

Course Description

This course is a study of research-based strategies for partnership with professionals and families. This course will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

Course Objectives:

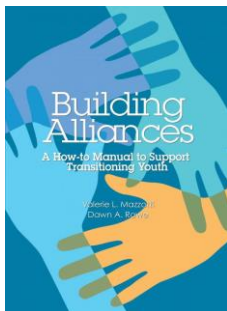
1. Students will describe family theories and research and apply that to working with diverse families across their children's time in school with deliberate focus on transition from school to adulthood. *Related to CEC Initial Preparation Standards 6.3; CEC Advanced Preparation Standards 1.2, 2.2; CEC Transition Specialist Standards 7; ADE 4.3, 4.7, 4.10, 5.30*
2. Students will develop an understanding for the historical perspectives on the relationships between families of children with disabilities and schools, as well as the legal rights of families. Based on this knowledge of history, students will argue for areas in which the field and parent relationships with schools have changed over time and suggest continued needs to support students and families. *CEC Advanced Preparation Standards 1.1, 1.2, 1.3; CEC Transition Specialist Standards 5, 6, 7; ADE 1.1- 1.3, 6.1, 6.2, 6.4*
3. Students will apply knowledge of the principles of the Individualized Disability Education Act (IDEA) to school practices and seek out specific resources for families on their and their children's legal rights in multiple languages. *CEC Advanced Preparation Standards 1.1, 1.2, 1.3; CEC Transition Specialist Standards 5, 6, 7; ADE 1.1-1.3, 6.1, 6.2, 6.4*
4. Students will reflect on their own family background and experiences and analyze how they may influence their interactions with families. *Related to CEC Initial Preparation Standards 2.2, 6.0, 7.0, CEC Advanced Preparation Standards 7.1; ; CEC Transition Specialist Standards 7; ADE 6.1, 6.2, 6.4*
5. Students will become aware of various cultural and social structures and values in individual families, identify the specific needs of culturally and linguistically diverse students and families, and analyze their current practices and perspectives for cultural competence. *Related to CEC Initial Preparation Standards 1.1, 1.2, 1.3., 2.1, 2.2; CEC Advanced Preparation Standard 3.2, 7.1; CEC Transition Specialist Standards 7 ADE 4.3, 4.7, 4.10*
6. Students will develop skills in communicating, reflective listening techniques, and

establishing rapport with families and interdisciplinary professionals. *Related to CEC Initial Preparation Standards 7.1, 7.2; CEC Advanced Preparation Standards 7.2, 7.3; CEC Transition Specialist Standards 7; ADE 2.2, 2.8, 2.9, 6.1, 6.2, 6.4, 7.1, 7.3*

7. Students will develop knowledge of strategies for actively including parents and their children in educational and transition planning from school to adulthood, and as co-equals on interdisciplinary teams. *Related to CEC Initial Preparation Standards 7.1, 7.2; CEC Advanced Preparation Standard 5.3, 6.4; CEC Transition Specialist Standards 7 ADE 4.3, 4.7, 4.10*
8. Students will demonstrate knowledge of different teaming dynamics and their impact on interdisciplinary collaboration. *Related to CEC Initial Preparation Standards 7.1, 7.2, 7.3; CEC Transition Specialist Standards 7; ADE 1.5*
9. Students will demonstrate knowledge of the variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. *Related to CEC Initial Preparation Standards 4.3, 6.6, 7.1, 7.2, 7.3, 7.4; CEC Advanced Preparation Standards 6.5, 6.6, 7.3; CEC Transition Specialist Standards 7; ADE 6.1, 6.2, 6.4*
10. Students will develop an awareness of their own values, biases, interpersonal, leadership, and team membership styles. *Related to CEC Initial Preparation Standards 1.1, 1.3, 6.6; CEC Transition Specialist Standards 7; ADE 6.1*
11. Students will demonstrate an awareness of various community resources by aligning identified needs with supports for families. *Related to CEC Initial Preparation Standards 5.6, 7.3; CEC Transition Specialist Standards 7; ADE 4.4, 5.30*

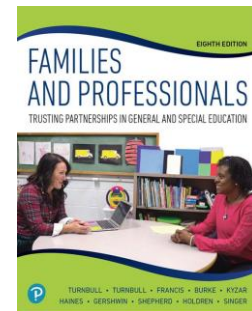
Required Texts

The following texts are required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson. For the major assignment, Book Reflection, you are also asked to get ahold of and read one of five books (described in assignment section) and develop a reflective book review.



Text A – Turnbull, A., Turnbull, R., Francis, G. L., Burke, M... (2021). Families and Professionals: Trusting Partnerships in General and Special Education. (8th Ed). Pearson.

Text B – Mazzotti, V. L. & Rowe, D. (2014). Building Alliances: A How-To Manual to Support Transitioning Youth. Council for Exceptional Children.



Text C – Recommended/Not Required

Greene, G. (2011). Transition Planning for Culturally and Linguistically Diverse Youth. Brookes.

Course Schedule and Activities

Module	Week	Lessons	Textbook Readings*
Why: Lesson 1	8/21- 8/27	Introduction <ul style="list-style-type: none"> ○ Course Overview ○ Ethics, Justice, and Leadership 	Syllabus; Turnbull et al., Vignette pg. 1; Mazzotti & Rowe, Intro
Why: Lesson 2	8/28- 9/3	Trust, Partnership, and Social Justice	Turnbull et al., Ch.1, p. 3-44; Mazzotti & Rowe, Ch. 1, p. 9-21
Why: Lesson 3	9/4- 9/10	IDEA - Trusting Partnerships and the law	Turnbull et al., Ch.2, p. 45-79
Who: Lesson 4	9/11- 9/17	Family as Partners: <ul style="list-style-type: none"> ○ Characteristics Overview ○ Culture and Identity ○ Lived Experiences 	Turnbull et al., Ch.3, p. 80-112
Who: Lesson 5	9/18- 9/24	Family as Partners <ul style="list-style-type: none"> ○ Systems ○ Interactions 	Turnbull et al., Ch.4, p. 113-124
Who: Lesson 6	9/25- 10/1	Family Systems <ul style="list-style-type: none"> ○ Family Functions ○ Life Span 	Turnbull et al., Ch.4, p. 125-140
Who: Lesson 7	10/2- 10/8	School Team Partners	Turnbull et al., Ch.5 p.141-169; Mazzotti & Rowe, Ch. 2, p. 23-31
Who: Lesson 8	10/9- 10/15	School Team Partners <ul style="list-style-type: none"> ○ Paraprofessionals 	Turnbull et al., Ch.5 p. 165;
Who: Lesson 9	10/16- 10/22	Community Partners <ul style="list-style-type: none"> ○ Identifying needs and resources for families ○ Supporting families and educational partners 	Turnbull et al., Ch.5 p. 169-182; Mazzotti & Rowe, Ch. 3, p.33-40
Who: Lesson 10	10/23- 10/29	Students as Partners <ul style="list-style-type: none"> ○ Engaging students in decision making and planning 	See BB for Articles
How: Lesson 11	10/30- 11/5	Communication <ul style="list-style-type: none"> ○ Culturally responsive and sustaining practices ○ Empathetic communication 	Turnbull et al., Ch. 8, p. 250-291; See BB for Articles
How: Lesson 12	11/6- 11/12	IEP Process <ul style="list-style-type: none"> ○ Meaningful parental involvement ○ Parental rights and due process 	Mazzotti & Rowe, Ch. 4, p. 41-55; See BB for Articles
How: Lesson 13	11/13- 11/19	Dilemmas and Conflict with Families and Teams	See BB for Articles
How: Lesson 14	11/20- 11/26	Equity <ul style="list-style-type: none"> ○ Least dangerous assumptions 	Turnbull et al., Ch. 6, p. 184-217; Turnbull et al., Ch. 7, p. 218-249
	11/27-	Catch Up Week/Rest- Thanksgiving Break 11/27-11/29	

	12/3		
How: Lesson 15	12/4- 12/10	Advocacy, Commitment, and Wrap-up <ul style="list-style-type: none"> ○ Effects/barriers to advocacy 	Turnbull et al., Ch.9, p. 292-325; Turnbull et al., Ch. 10, p. 326-356

*This calendar only includes textbook readings. Complete reading expectations for each module (e.g., textbook, journal articles), as well as other course materials (e.g., videos, websites), will be posted on the materials page of each weekly module on Blackboard.

Course Structure

This course is structured in an online format. You will complete 1 module per week.

Assignments

Please note: All assignments and final discussions are due by 11:55pm TUESDAY night.

Assignment- Family Interview Project: Parts 1–5
(120 points total)

Weekly Modules Across 3 Content Areas

The course is divided into 3 content areas. The Why, Who and How of Family and Professional Partnerships. One module will be released each week, following the syllabus schedule.

Purpose:

This project is an opportunity for you to become familiar with the strengths and challenges experienced by a family that includes a child with a disability. In addition, this project enables you to acquire experience and perspective on the delivery of services within the context of families that includes a child with a disability. Be sure that the family is comfortable with you working with them. You must have the family member you are interviewing sign that you have permission to conduct your project with their family and return it to your instructor by date on schedule (see family invitation form).

What kind/form of family should I look for?

In this project, I want you to expand your horizons. Seek out a family that is different from your own (e.g., different culturally, different intersectionalities, different structure, child has a disability you are less familiar with). Select a family that includes a child, adolescent, or young adult with a disability.

How do I find such a family?

Use all of the resources you have at hand! Fellow class members may know multiple families that are willing to participate in this project. Families at your school or other community settings you frequent (e.g., place of worship) may be willing to participate in this project. Faculty at your school may be a resource for you, as well. I do not recommend choosing a family of a current student of yours to minimize sharing of information that comprises your relationship and work together. Once you identify a family, explain to them the purpose of the project (to learn more about families that include members with disabilities) and assure them of the confidentiality of any information they share with you. Share with the family the invitation/permission form that outlines what you are asking the family to do and have the family member you are interviewing sign the form.

There are 5 components to this project (Self Reflection, Family Interview, Family Routine, Community Resources, Presentation). Each component is outlined below.

Part 1: Self Reflection

An understanding of family's experience includes a reflection of our own in order to be clearer about the ways in which our own experiences and perspective influence the ways in which we perceive those of others.

1. Go to Harvard's Project Implicit (<https://implicit.harvard.edu/implicit/takeatest.html>), complete 2 of the following implicit bias tests (Native, Race, Asian, Arab-Muslim, Sexuality, Skin-Tone, Religion, Weight). One of these **must** be the Disability bias test; the other is of your choosing. You will not need to share exact results or prove that you took the test. *Do **not** feel obligated to share information about yourself or your family that you are uncomfortable sharing.*
2. Consider the following questions as you reflect on ways in which your own family background influences your experiences with other families. Explore these in your presentation only if you are comfortable:
 - a. Where is my family from? What part of the world/country/state? How did geographical location influence child rearing practices and values? What were the significant events in my life?
 - b. What are my intersectionalities within my family's? How do these interact with each other?
 - c. How have key events influenced who I am today? In what way, if any, did my upbringing influence my decision to enter my field of practice?
 - d. What do I consider my community? Who is a part of that community? How does my community influence my family and myself?
 - e. What are aspects of my family and community that I consider strengths/assets?
 - f. How might my understanding of myself, my family, and my community influence my interpretation of students' or family challenges/needs/strengths or my recommendations for service?
 - g. What are experiences that I am lacking in understanding the assets and values of families and communities different from my own?

Part 2: Family Interview

The interview should be viewed as an opportunity to listen to their "family story" as well as an opportunity to practice your skills in family interviewing and assessment. The purpose of listening to families is to gain a comprehensive view of the needs and strengths of the family as a basis for providing individualized and relevant support to the family. Consider an expansive view of "family". While many disabled children and youth are supported by a traditional, western form of "family" – 2 heterosexual parents and siblings – this is not everyone's experience. Focus your interview on the closest caregiver to the child or youth with disability – parent, grandparent, older sibling, foster parent, non-biological caregiver. This component consists of the following steps:

1. Contact the family to set up a time for your interview (the interview can be done in person, via phone, or via online platform).
2. Provide the family with an invitation/permission letter prior to actually conducting the interview. Explain to the family that all information they provide will be kept confidential.
3. Conduct the interview. Remember to be respectful to the family at all times. Be aware of any tendencies to express judgement, validation which may be experienced as you interact with the family.

Things to consider:

- It is OK to take notes during the interview, but I recommend writing them rather than typing them. Sometimes families feel intimidated when a professional is typing, and they can't see what the professional is typing.
- Be clear with the family about how much time you will need. If you are likely to go over during the interview, especially if the family seems to be enjoying sharing their story, stop and negotiate a stop time that is responsive to the family's needs.

Some questions to consider asking include:

1. Tell me about your family structure. For example, who lives in your home? Are there other people not living in your home you consider part of your family?
2. Please tell me about your child with the disability (strengths, areas of need). *Questions will change based on the child's disability and age but may include some of the following:*
 - a. What did the early years look like?
 - b. How did you come to learn about your child's disability? Tell me about the process of diagnosis? What supports did you have? What do you wish was different about that process?
 - c. Please tell me about your child's experience in school. What works well? What is hard?
 - d. What has been your experience at IEP meetings? What has been helpful? Not helpful?
 - e. How was the transition post school? What was helpful? What was not helpful?
 - f. Can you recall a time when you felt very surprised by your child and his/her strengths?
3. Are there particular challenges that you struggle with? What supports do you have related to these? What supports do you still need?
4. What would you most like school professionals to know about living with a child with a disability?
5. What do you feel are your family's strengths related to your child? What are your challenges? How do you manage these? What supports do you have access to?
6. What resources do you use in your community? What supports do you have? Are there things you wish you can do or do more of? What would be helpful for you?
7. How are you similar to or different than other families you know with children with disabilities?
8. What do you wish professionals knew about your experience interacting with us?
9. Is there anything else you'd like me to know that I haven't asked you about yet?

At the conclusion of the interview explain that you will gather a list of resources for the family. You may say something similar to: "As part of this project I will research resources in your area that you may find helpful for you and your child. Are there particular resources that you would like information about?". Next, schedule a time when you can join the family for one of their family routines (e.g., dinner, shopping, church, completing homework after school) and share with them the community resources you gathered at that time.

The interview needs to be completed by **the date on the schedule** so that you have enough time to complete all aspects of the project.

Part 3: Family Routine

The purpose of this component is to gain a better understanding of a typical family routine involving a child with disabilities. You may attend any routine that you and the family are comfortable with. Some examples include: accompany the family on an errand (e.g., grocery shopping) eating dinner, doing homework, going to church, attending a play date, attending a play group or community event (e.g., library story time, soccer game); attending a swimming class or other recreational/ sport activity). Spend enough time with the family so that you are joining them for the transition into and out of the routine. You can observe the routine or join in and participate (again whatever you and the family feel comfortable doing and discuss). While observing/participating in the routine think about the following questions:

- What surprised you about the routine? Was anything more challenging/less challenging than you expected?
- What did you observe that gave you information about the family's priorities? Values? Child rearing practices?
- How is the family similar to and different than your family and/or your expectations based on interview?

Part 4: Community Resources

The purpose of this component is to give something back to the family for opening their home to you. Additionally, this component is meant to give you experience of seeking and identifying community resources and to become familiar with local resources for individuals with disabilities. Based on your interview with the family create a list of community resources. Community resources may include local camps for children, support groups for parents, support/social groups for children with disabilities, support groups of siblings, respite, information about transitioning out of high school, information about employment, local businesses that support individuals with disabilities (for example, sometimes skating rinks will have a special night just for individuals with disabilities, or some hair salons are sensitive to individuals with disabilities – offering a quieter setting).

For this component the resources should be typed, and a brief summary of each resource should be provided for the family (4-6 resources). The phone numbers, addresses, links, and websites of the resources should be provided as appropriate. It should be organized, easy to read, and should not include any jargon.

Part 5- Family Interview Project: Reflection Presentation

Prepare a presentation using VoiceThread to share with the rest of the class that includes a synthesis of the information you obtained from the family interview and a reflection of the interview and the family routine. The presentation should be no more than 7 minutes total (so no more than 4-5 slides with 1-2 minutes of commentary on each). This is not much time. Make sure to practice ensuring you get all of the following information in your presentation.

Create slides and add comments/video/audio of the following information:

- Description of the family and the child with disabilities (using fictitious names to protect confidentiality)
- Reflections regarding the family's background and priorities
- Reflections regarding parenting a child with disabilities from family's perspective
- Reflections regarding family needs and resources
- How would you incorporate what you learned about this family in your classroom?
- How would you collaborate as a team to meet this family's needs and concerns?
- What did you learn about yourself through this process and how will that learning inform your

work with families in the future?

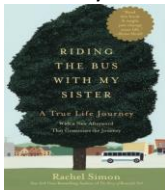
Include in presentation:

- the community resources sheet
- interview questions (do not include answers)

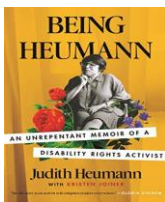
Assignment- Book Reflection (60 points total)

Purpose: The purpose of the book reflection is to give you an opportunity to reflect on the course content from a new perspective. You will explore your reading of the book through synthesis of course content. Each of the books depicts diversity in some unique way including cultural/linguistic, socioeconomic, and dis/ability. The books also include diverse perspectives (e.g., sibling story, first person accounts, parent story). You will read one book and write up a reflection paper. **Reflection Criteria:** Explore the book through the why, who, and how of the course content. Include responses to the following questions/statements in your responses: (a) What did you learn about the lives of the individual(s) with a disability(ies)? (b) in what ways did what you learn inform your thinking about partnerships and supports for youth and their families? (c) How can you apply what you learned to your own professional practice? Bring in theories, laws, critical issues, and/or effective practices discussed throughout **this** course as you respond to the above questions. Use **APA** style (7th edition- student paper) to format your reflection. The reflection should be **4-5 double spaced pages**. Don't forget to back up your claims using course resources (e.g., textbook, articles) by including **in-text citations** and include the full **references** for those citations on your reference page.

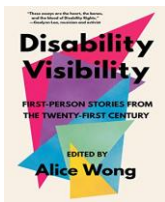
You may choose to read **ONE** of the following books.



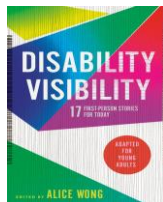
Simon, R. (2013). *Riding the bus with my sister: A true life journey*. Houghton Mifflin Company.



Heumann, J. (2020). *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist*. Beacon Press.



OR



Wong, A. (2020). *Disability Visibility: First Person Stories from the Twenty First Century*. Knopf Doubleday Publishing Group.

Or

Wong, A. (2021). *Disability Visibility – Adapted for Young Adults: 17 First-Person Stories for Today*. Random House Children’s Books.



Harry, B. (2010). *Melanie: A Bird with a Broken Wing- A Mother's Story*. Baltimore, MD: Paul H. Brookes.

Assignment- Professional Teaming Meeting

(70 points total)

Purpose: This teaming assignment provides you with the opportunity to think through a teaming context, identify roles of individuals on the team, and consider the use of effective collaborative processes.

You will request to observe a meeting that includes a family and at least 2 professionals. This could be an Individualized Education Program meeting or related meeting. Ensure you are introduced to the family before the meeting as an observer. You will use the form that will be provided by your instructor to write a reflection paper on: team structure, roles and responsibilities, communication skills, collaboration processes, and reflection of collaborative opportunities that were and were not attended to during the meeting.

Expectations

All assignments should be completed in a grammatically correct and well-organized manner. Students are expected to proofread their papers and use the editing function on their word processing programs. APA (7th ed.) format is to be used when submitting written assignments. For more information concerning the APA format refer to the APA manual 7th edition or use APA links below.

Other helpful sources for clear and professional writing standards are listed below:

- American Psychological Association (APA): https://apastyle.apa.org/?_ga=2.83413523.48249480.1661181135-319283939.1656981614
- U of A Writing Studio: <https://success.uark.edu/tutors/writing-studio.php>
 - The U of A Writing Studio is an excellent resource for on campus and online students. You can find excellent support and resources to prepare you to develop your graduate level writing skills. Consider using this resource early in your graduate school experience.
- Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
- U of A Library <https://libraries.uark.edu/distancelearning/>

Points by Assignment:

Family Interview	120
Book Reflection	60
Prof. Teaming Meeting	70
Participation	150

Total Points: 400 (≥ 0.5 rounds up)

A (90 – 100%)	358-400
B (80 – 89%)	318-357
C (70 – 79%)	278-317
D (60 – 69%)	238-277
F (0-69%)	below 238

Due Dates

If you need an extension on an assignment, email me and ask for an extension. **One-week extensions will be granted with no late penalty if (a) you communicate with me and ask for an extension and (b) if the assignment does not rely on discussion with others.**

Assignments that include discussion with others in the course (i.e. parent interview presentation, book review discussion, weekly module participation) will receive points off if late since they impact the shared learning experiences. Please make sure to communicate with me about any concerns you have about being able to manage due dates. We can work together to find the best option for your continued participation and growth in the course. Additionally, keep in mind that requesting an extension on an assignment may impact my ability to provide you supportive feedback.

Late Policy

Major assignments turned in after the date due will be considered late, unless communicated with the instructor ahead of time. Five-to-twenty percentage points will be deducted for major assignments turned in late without prior extension request (5% for 1-2 days; 10% for 3-4 days; 15% for 5-6 days; 20% for 7 days). Unless previous written discussion and agreement occurs between the instructor and student, assignments submitted more than one week late will receive zero points. The same late policy will apply to assignments given an extension, once the extension is done. The date that assignments are received by the instructor in Blackboard will be considered the date submitted.

Weekly Module Participation. Please note that weekly participation depends on timely engagement in VoiceThread and your instructor is less flexible with extending due dates for assignments that include classmate engagement. Late policy for Weekly Participation: If initial creations and discussion comments are turned in after 11:55pm CT on Sundays, 2 points will be deducted from your weekly participation grade. If your responses to classmates are turned in after 11:55pm CT on Tuesdays, 2 points will be deducted from your weekly participation. No points will be given for weekly participation submitted more than one week late.

Technology

If you notice that the course is experiencing technological problems, you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course

Incomplete Grade

Per University policy, an **incomplete grade** for a course may be assigned when a legitimate circumstance has prevented the student from completing all course requirements and the work completed at the time of assigning the incomplete is of passing quality. If a student believes that they have a legitimate circumstance and would benefit from an incomplete grade and extension of time to complete assigned work, they must communicate this request with the instructor as soon as possible. It is the discretion of the instructor that determines what qualifies as a legitimate circumstance and if an incomplete grade is appropriate given their knowledge of the student's work to date. If instructor approves the incomplete, they with the student will create a plan and timeline for submission of work.

Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the [Student Handbook](#) will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Use of Generative Artificial Intelligence (AI)

Unrestricted Use: Students have permission to use generative artificial intelligence tools in any capacity to complete academic work in this course. Please be aware of the limitations of such tools and verify the accuracy of the content generated before submitting any work for credit. Additionally, you are expected to properly attribute any content generated by artificial intelligence tools using APA format. Please refer to the examples/guidance provided by this [University of Arkansas Library Research Guide on AI and Academic Integrity](#) for more information. **The use of content generated by artificial intelligence, without proper citation, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.**

Accommodations under the Americans with Disabilities Act

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

Academic Appeals

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. Refer to the [Graduate Catalog of Studies](#) (for appeals structures and formal procedures for academic grievances).

UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact

that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

Inclement Weather Policy

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>. See also: [Emergency Procedures](#).

Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Blackboard Access

Your access to this course's Blackboard will be closed after the course is completed. Make time during the course to download and make note of resources you wish to continue to access. Further, save all of your assignments and relevant feedback to your own files.

**University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program**

Course Number: SPED 41403
Course Title: Teaching Communication Skills to Persons with Autism

Catalog Description

This course focuses on classroom and teaching strategies for the development of communication skills with students who have autism spectrum disorders. Students will learn the characteristics of typical language development, atypical language development in autism, functional communication training and behavior analytic approaches to teaching communication.

Prerequisites

Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science Human Environmental Sciences (BRKDBS), or departmental consent.

Communication

Emailing me is the best way to get a hold of me. I generally respond to emails within 24 hours during the week and within 48 hours on weekends.

Grades for assignments are usually available 72 hours after the due date, but larger projects or complex activities could take longer.

Required Texts

The following texts are required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson.

Prelock, P. A., & McCauley, R. J. (2021). *Treatment of autism spectrum disorders: Evidence-Based intervention strategies for communication & social Interactions* (2nd ed.) Brookes Publishing.

Course Standards

CEC & ADE Standards:

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3 Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5 Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of

learning experiences for individual with exceptionalities. 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7 Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

ADE Standards and Competencies: 1.2, 1.5-1.8, 2.2, 2.8, 2.9, 3.9, 4.3-4.7, 4.9, 5.30, 5.31, 6.1-6.4, 7.1, 7.3

Assignments

Assignment	Point Value
<p>Discussion Boards</p> <p>Introductions (10 points)</p> <p>Compare & Contrast AAC Systems (20 points)</p> <p>Evidence-Based Practice (EBP) Gallery Walk (20 points)</p>	50
<p>Quizzes</p> <p>Terms Glossary Quiz (15 points)</p> <p>AIM Module Post-Assessment Submission (10 points)</p> <p>Goal-Writing Quiz (15 points)</p> <p>Reading Quiz (10 points)</p>	50
<p>AAC Communication Board</p> <p>Design a communication board for a student to use for a given setting, goal, or intervention.</p>	100
<p>Instructional Plan</p> <p>Part 1 (20 points)</p> <p>Select a case study and submit early reflections on what you would like to build out an instructional plan around.</p> <p>Part 2 (80 points)</p> <p>Use the lesson plan template to map out what you would be teaching, identify goals, and relevant progress monitoring tools.</p>	100
<p>Evidence-Based Practice Poster</p> <p>Select an EBP that supports communication, language, and/or social communication. Create a poster (template will be provided) about the EBP.</p>	100
Total:	400 Points

Grading Scale

A (93 – 100%)	372-400
B (85 – 92%)	340-371
C (77 – 84%)	308-339
D (70 – 76%)	280-307
F (0 – 69%)	Below 279

Writing Expectations

All assignments should be completed in a **grammatically correct and well-organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12-pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs.

Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>

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Please do not plagiarize! When you turn an assignment in, you will always receive credit. However, if your work is found to be plagiarized (and I will find it! I'm a plagiarism sleuth!), the following will occur:

- 1) You will receive a 0 on that respective assignment.
- 2) We will have a meeting to discuss next steps.

Accommodations Under the Americans With Disabilities Act (ADA)

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from the class and/or disciplinary action as per the student handbook. In online classes the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

Discussion Board

The discussion board and blog posts and your engagement in these are essential to the learning we co-create in this course. Feedback is a critical aspect of this course. Review thoroughly assignment and discussion rubrics to ensure you are providing feedback that is critical, supportive, and specific.

Privacy

Please remember to keep the information we share confidential and only share what you are comfortable with others knowing.

Cultural Responsiveness and Respect

Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from lived experiences, cultures, and family structures different from your own.

Language that is sexist, cultural biased, reinforcing of stereotypes, or offensive to people with disabilities/disabled people will not be tolerated.

Being respectful doesn't mean we cannot challenge each other's thinking. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together.

In the autism and disability community, there is strong preference from self-advocates for identity-first language (i.e., autistic) instead of person-first language (i.e., person with autism). As a professional in this community, this is important to know, understand, and practice.

Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville "bad weather" can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet.

For further information:

- Please call the Special Education Office (479-575-3548) or contact your instructor directly.
- University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations and websites.
- The University's inclement weather site is updated frequently on both UARKINFO and University Online at [http://pigtrail.uark.edu/info/ weather.nclk](http://pigtrail.uark.edu/info/weather.nclk).

Health and Safety

Stay updated on the University's information about COVID-19 and related concerns at <https://health.uark.edu/coronavirus/>

Course Resources

- University of Arkansas Mullins Library
- Computer Laboratories – Graduate Education Building
- See Blackboard for other resources for each week's lesson

Syllabus Change

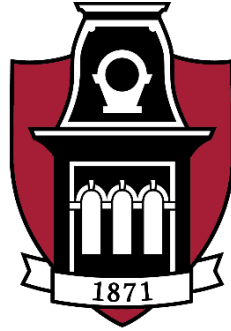
The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, the class will receive advance notice.

Class Schedule

Week	Lesson Topics	To Do	Due Date
1	Autism Language & Communication Social Interaction & Social Communication	Discussion Board: Introductions Terms Glossary Quiz	May 31
2	Evidence-Based Practices Focus on Augmentative and Alternative Communication (AAC) Behavioral Interventions & Instruction	Discussion Board: Compare & Contrast AAC Systems AAC Grid Select EBP	June 7
3	Developmental Interventions & Instruction	Instructional Plan Part 1 AIM Module Post-Assessment Submission	June 14

	Social Skills Interventions & Instruction Assessment	Submit EBP Presentation (Through Discussion Board)	
4	Writing Goals Developing Plans Monitoring Plans	Goal-Writing Quiz EBP Presentation Gallery Walk (Discussion Board)	June 21
5	Your Role & Working on Teams Working with Families Cultural Responsiveness & Ethical Considerations	Instructional Plan Part 2 (Full Plan Submission) Reading Quiz	June 28

Appendix C



UNIVERSITY OF
ARKANSAS®

Agreement

for Educator Preparation Programs' Observation, Practicum, and Full-Time Internship Placements between the

University of Arkansas

And School District Name

Effective October 2023

AGREEMENT

Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas, Fayetteville -- Educator Preparation Programs (“University”), and Springdale Public Schools (“District”) agree to a collaboration in field experience for pre-service teacher candidates. Placements in this district may include student teacher candidates of all grade levels and subject areas, full-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or District may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

Full-Time Internship Placements

1. The University will:

- a. Provide district with the following information no less than ten (10) days before the internship begins:
 - i. Name and contact information of the student(s)
 - ii. Dates and hours of the assignment(s)
 - iii. Each student’s academic class designation
 - iv. Philosophy, purpose, and learning objectives
- b. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
- c. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
- d. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
- e. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
- f. Provide training to mentor teachers prior to the beginning of the school year.
- g. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
- h. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

2. District will:

- a. Provide a list of potential mentor teachers to the University when requested.
- b. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
- c. Provide classroom space, staffing, materials and necessary access to facilities for the completion of the intern’s educational experiences.

- d. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
- e. Name a contact person who is responsible for carrying out the requirements of this agreement.
- f. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

3. Shared Expectations of UA and District Regarding Full-Time Internships:

- a. Mentor teachers will provide continuing verbal and written feedback to interns.
- b. Mentor teachers will allow a minimum of one student-designed unit to be implemented during the rotation.

Practicum and Observation Placements

1. The University will:

- a. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
- b. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
- c. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

2. District will:

- a. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
- b. Provide a list of potential host teachers for observations/practicums when contacted.

3. Shared Expectations of UA and District Regarding Practicums and Observations:

- a. Host teachers are willing to have pre-service teacher candidates observe their classroom.
- b. Host teachers will provide verbal and/or written feedback when requested.
- c. Pre-service teacher candidates can complete observations required for specific course assignments as long as they do not disturb the educational environment in the classroom or school.

Shared Expectations for All Student Placements

- 1. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.
- 2. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student's achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student's behavior fails to conform with the applicable policies of UA or District.

3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

Aspiring Teacher Permit Applicants

1. The University will:

- a. Provide a University instructional supervisor who will serve as the official liaison to the designated building and ensure that the requirements of the internship are met for graduation.

2. The University instructional supervisor will:

- a. Clarify the internship procedures and expectations to the intern and the mentor teacher.
- b. Establish and maintain correspondence and regular visits with designated building.
- c. Visit the designated building at least twice.
- d. Time the visits to designated building to provide the greatest feedback.
- e. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
- f. Keep records of weekly and final evaluations and lesson plans for the internship.
- g. Be responsible for filing paperwork with the University upon completion of the internship.

3. Springdale Public Schools will:

- a. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
- b. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
- c. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
- d. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
- e. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
- f. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
- g. Allow the University instructional supervisor to complete the required number of observations required by the University.
- h. Immediately communicate with the University instructional supervisor of any issues that arise.
- i. Recognize that the Aspiring Teacher Candidate Applicant is being hired as the teacher of record in the designated building and is not an employee of the University, and all obligations of employment including employment supervision, compensation, tax compliance, and liability related to employment shall the sole responsibility of Springdale Public Schools.

4. The mentor teacher/lead teacher will:

- a. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
- b. Review the internship manual and other paperwork from the University.
- c. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
- d. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
- e. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
- f. Complete weekly performance ratings and forward them to the University instructional supervisor.
- g. Explain teaching methods and why they are used.
- h. Immediately communicate any problems or concerns to the University instructional supervisor.
- i. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
- j. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

Mentor Teacher Compensation

1. The University will:

- a. When applicable to a given program, collect a fee from UA student interns with the express purpose of the district using the fee money to provide stipends to mentor teachers mentoring those interns, and for the district to cover costs directly associated with the internship program (administrative overhead, tax withholdings, intern name tags, intern professional development, supplies, etc.)
- b. Send a list of mentor teachers detailing the amount owed to them based on mentoring activities conducted during the academic year, as well as the amount to be used for purposes directly related to the internship program. This will be sent to the district office by June 1 at the conclusion of each school year.
- c. Send a check accompanying the list of mentor teachers to cover the cost of directly compensating mentor teachers, as well as costs directly related to the internship program.

2. District will:

- a. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
- b. Use the remaining amounts for purposes directly related to the internship program (see examples above).
- c. Account for and remit any tax withholdings as required by law.

Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.

2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student's academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school district, and/or the district's contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.
5. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

Sexual Harassment

District agrees to promptly address any reports of sexual harassment, sexual assault, domestic violence, dating violence or stalking committed by or against Students or University Faculty. District shall promptly notify University of any such reports and shall cooperate with any review of such matters conducted by the University.

Additional obligations of District:

District shall provide or obtain emergency treatment in the event of accident or illness to students while at a placement site participating in a placement under this Agreement, such care to be provided at students' expense.

General Provisions

1. The parties acknowledge that student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232, 34 CFR Part 99, and that generally student permission must be obtained before releasing student-specific data to anyone other than the University.
2. This Agreement shall be executed by authorized representatives of UA and District. This Agreement may be executed in one or more counterparts, each of which shall be an original. This Agreement may be executed by facsimile or e-mail attachment.
3. The relationship of UA and District is that of independent contractors, and nothing in this Agreement should be construed to create any agency, joint venture, or partnership relationship between them.
4. In the event of litigation against either party connection with a student placement, the parties agree to cooperate in the investigation of such claims and provide such information as required in the defense of any claims.
5. University and District agree that District is not responsible for any Workers' Compensation

or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers' Compensation. Supervising faculty from the University are employees of UA and are covered accordingly under Workers' Compensation.

6. The parties agree to comply with all applicable federal, state, local, and university laws, ordinances and rules, and specifically agree not to unlawfully discriminate against any individual on the basis of race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran's status, national origin or any other basis protected under Federal or state law.
7. This Agreement is solely between UA and District and shall not create any rights in any third party.
8. This Agreement shall be governed by the laws of the State of Arkansas.

IN WITNESS WHEREOF, this Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

UNIVERSITY:

DISTRICT:

Acknowledged by:

Approved and Accepted by:

BOARD OF TRUSTEES OF THE
UNIVERSITY OF ARKANSAS ACTING
FOR AND ON BEHALF OF THE
UNIVERSITY OF ARKANSAS,
FAYETTEVILLE

by _____
(Signature)

by _____
(Signature)

JL Jennings

(Printed Name)

(Printed Name)

Director of Field Placement

(Title)

(Title)

(Date)

(Date)

by _____
Associate Dean for Administration
College of Education and Health Professions
University of Arkansas

(Date)

Approved by:

by _____
Provost and Executive Vice Chancellor for
Academic Affairs
University of Arkansas

(Date)

Please name the contact person responsible for carrying out this agreement for the District:

Name: _____

Position: _____

Phone: _____

Email: _____