Program Approval Protocol for Career and Technical Education

*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**

1. 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

1. 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> ).

1. 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.

The Business Technology Education Grades 4 – 12 approval letter dated January 28, 2022 is located in *Appendix A – 1.*

The Family and Consumer Science Education Grades 7 – 12 approval letter dated June 19, 2023 is located in *Appendix A – 2.*

# Documentation of Revisions

* 1. **Changes to the Curriculum**

\*i The current program of study and the proposed program of study for business technology can be found in *Appendix B -1*.

The current program of study and the proposed program of study for family and consumer sciences can be found in *Appendix B -2.*

The current program of study and the proposed program of study for technology education can be found in *Appendix B – 3.*

\*ii A curriculum matrix displaying course alignment with the competencies for Business Technology, grades 4-12, can be found in *Appendix C – 1.*

A curriculum matrix displaying course alignment with the competencies for family and consumer science education, grades 7 – 12, can be found in *Appendix C – 2.*

A curriculum matrix displaying course alignment with the competencies for technology education, grades 7 – 12, can be found in *Appendix C – 3.*

\*iii The Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in the business technology program are found in *Appendix D* – 1.

The Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in the family and consumer science program are found in *Appendix D – 2.*

The Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in the technology education program are found in *Appendix D – 3.*

. \*iv Our programs use the TESS for Aspiring Teachers ([TESS for aspiring teachers](https://dese.ade.arkansas.gov/Files/Aspiring_TESS_Rubric_2023_November_EEF.pdf)), 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:

# Professional Education course syllabi for all Career and Technical Education are located in *Appendix E – 1.*

# CIED 10103

# CATE 31003

# CIED 30203

# CIED 30303

# CATE 40103

# CATE 40303

# CATE 41006

# CATE 40502

# CATE 40612

# SEED 40203 (*the course is currently 40202 but will be changing to 40203)*

# Business Technology course syllabi are located in *Appendix E –2.*

# *Content Courses*

# ACCT 20103

# ACCT 20203

# BLAW 20103

# BUSI 10303

# CATE 48003

# MKTG 34303

# SPCH 10003

# 

# Technology Education course syllabi are located in *Appendix E – 3.*

# *Content Courses*

# ASTM 16103

# ASTM 31002 and 31001

# ASTM 31703

# STEM 40303

# TEED 12003

# TEED 21003

# TEED 41003

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

N/A

\*vi There have been no changes to common assessments.

# \*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](https://uark.box.com/s/o1dghijaf2j8ci5egz2b47w0fwjof9zl)
    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:
       1. 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](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf)
       2. 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.
       3. 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.
       4. 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](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/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:

1. 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:
   1. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
   2. 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.
2. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.   
   1. 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.

1. Our EPP and 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.
2. A copy of the MOU signed by districts can be found in *Appendix F.* The MOU includes:
   1. Goals of partnership
   2. Responsibilities of the district
   3. Responsibilities of the EPP
   4. Joint responsibilities
   5. Timelines/Schedules for walk-throughs, meetings, and other communications
3. 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:
   1. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/background-checks).
   2. 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](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf), 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).
   3. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.
   4. 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

1. Submit a rationale for the transition.
2. Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
3. Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.
4. Describe the assessment processes used in the courses to determine students’ achievement of intended outcomes
5. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

# Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

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

1. There have been no changes to entry requirements. Students are defined as teacher candidates once they have been officially admitted into their teacher education program.
2. There have been no changes to retention procedures.
3. A candidate is a successful program completer once they have graduated from their program. All candidates 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).

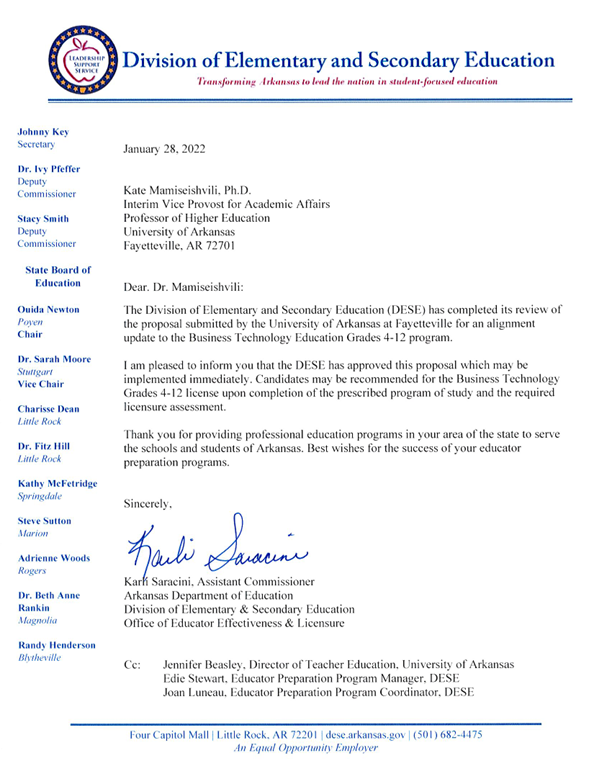
\*5. **Transition Plan**

The transition plan for Career and Technical Education is as follows:

1. Students with anticipated graduation dates of Spring 2026 or earlier will follow the current program of study.
2. Students with an anticipated graduation date of Spring 2027 will transition into the proposed program of study during the Fall 2025 semester. This transition will include enrolling in the new CATE 41006 Teaching Residency I course during Fall 2025, followed by enrolling in CATE 40612 Teaching Residency II course in Spring 2026.

**APPENDIX A – 1**

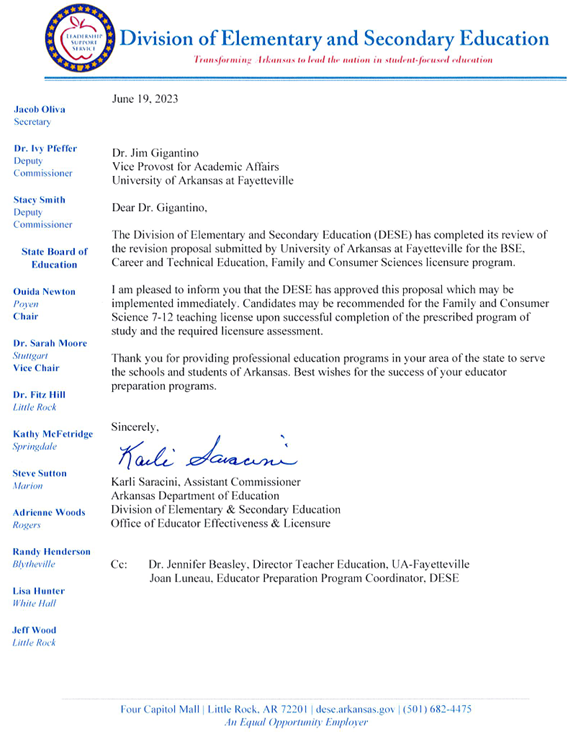
**Business Technology Education Approval Letter**



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**APPENDIX A – 2**

**Family and Consumer Sciences Approval Letter**



**APPENDIX B – 1**

**Current Program of Study**

**Business Technology**

|  |  |  |
| --- | --- | --- |
| **First Year** | **Units** | |
|  | **Fall** | **Spring** |
| [ENGL 10103](https://catalog.uark.edu/search/?P=ENGL%2010103) Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) | 3 |  |
| [MATH 20503](https://catalog.uark.edu/search/?P=MATH%2020503) Finite Mathematics (Satisfies General Education Outcome 2.1) | 3 |  |
| [SPCH 10003](https://catalog.uark.edu/search/?P=SPCH%2010003) Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) | 3 |  |
| [ISYS 11203](https://catalog.uark.edu/search/?P=ISYS%2011203) Business Application Knowledge - Computer Competency | 3 |  |
| [CIED 10103](https://catalog.uark.edu/search/?P=CIED%2010103) Introduction to Education | 3 |  |
| [ENGL 10203](https://catalog.uark.edu/search/?P=ENGL%2010203) Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) |  | 3 |
| Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2)1 |  | 3 |
| U.S. History or Government State Minimum Core (Satisfies General Education Outcome 4.2)1 |  | 3 |
| [PSYC 20003](https://catalog.uark.edu/search/?P=PSYC%2020003) General Psychology (ACTS Equivalency = PSYC 1103) (Satisfies General Education Outcome 3.3)1 |  | 3 |
| [ECON 21003](https://catalog.uark.edu/search/?P=ECON%2021003) Principles of Macroeconomics (ACTS Equivalency = ECON 2103) (Satisfies General Education Outcome 3.3) |  | 3 |
| Year Total: | 15 | 15 |
|  |  |  |
| **Second Year** | **Units** | |
|  | **Fall** | **Spring** |
| [ECON 22003](https://catalog.uark.edu/search/?P=ECON%2022003) Principles of Microeconomics (ACTS Equivalency = ECON 2203) (Satisfies General Education Outcome 3.3) | 3 |  |
| [BLAW 20003](https://catalog.uark.edu/search/?P=BLAW%2020003) The Legal Environment of Business (ACTS Equivalency = BLAW 2003) | 3 |  |
| Science with Lab State Minimum Core (Satisfies General Education Outcome 3.4)1 | 4 |  |
| Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2)1 | 3 |  |
| [CATE 31003](https://catalog.uark.edu/search/?P=CATE%2031003) Introduction to Professionalism (Satisfies General Education Outcome 4.1) | 3 |  |
| [ACCT 20103](https://catalog.uark.edu/search/?P=ACCT%2020103) Accounting Principles |  | 3 |
| [BUSI 10303](https://catalog.uark.edu/search/?P=BUSI%2010303) Data Analysis and Interpretation |  | 3 |
| Electives |  | 9-10 |
| Year Total: | 16 | 16 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Third Year** | **Units** | |
|  | **Fall** | **Spring** |
| [ACCT 20203](https://catalog.uark.edu/search/?P=ACCT%2020203) Accounting Principles II | 3 |  |
| [CIED 30203](https://catalog.uark.edu/search/?P=CIED%2030203) Survey of Exceptionalities or [CIED 40203](https://catalog.uark.edu/search/?P=CIED%2040203) Teaching in Inclusive Secondary Settings | 3 |  |
| [CIED 30303](https://catalog.uark.edu/search/?P=CIED%2030303) Classroom Learning Theory | 3 |  |
| Upper Level Elective | 3 |  |
| Science with Lab State Minimum Core (Satisfies General Education Outcome 3.4)1 | 4 |  |
| [MKTG 34303](https://catalog.uark.edu/search/?P=MKTG%2034303) Introduction to Marketing |  | 3 |
| [CATE 48003](https://catalog.uark.edu/search/?P=CATE%2048003) Word Processing and Multimedia |  | 3 |
| Electives |  | 9 |
| Year Total: | 16 | 15 |
|  |  |  |
| **Fourth Year** | **Units** | |
|  | **Fall** | **Spring** |
| [CATE 40103](https://catalog.uark.edu/search/?P=CATE%2040103) Teaching Strategies (Satisfies General Education Outcome 1.2) | 3 |  |
| [CATE 40203](https://catalog.uark.edu/search/?P=CATE%2040203) Classroom Management | 3 |  |
| [CATE 40303](https://catalog.uark.edu/search/?P=CATE%2040303) Assessment / Program Evaluation | 3 |  |
| Electives | 4 |  |
| [CATE 40502](https://catalog.uark.edu/search/?P=CATE%2040502) Seminar Teaching Internship |  | 2 |
| [CATE 40612](https://catalog.uark.edu/search/?P=CATE%2040612) Teaching Internship (Satisfies General Education Outcomes 1.2 and 6.1) |  | 12 |
| Year Total: | 13 | 14 |
|  |  |  |
| **Total Units in Sequence:** |  | **120** |

**1**

Students must complete the [State Minimum Core requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTkGD%2F1XG8924jwOx8pTlw8lWNAGp0s%3D&reserved=0) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's [General Education requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069621479&sdata=QptR3u0pvU0Z%2BDWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

**APPENDIX B – 1**

**Proposed Program of Study**

**Business Technology**

***Revisions to the program are highlighted.***

|  |  |  |
| --- | --- | --- |
| **First Year** | **Units** | |
|  | **Fall** | **Spring** |
| [ENGL 10103](https://catalog.uark.edu/search/?P=ENGL%2010103) Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) | 3 |  |
| [MATH 20503](https://catalog.uark.edu/search/?P=MATH%2020503) Finite Mathematics (Satisfies General Education Outcome 2.1) | 3 |  |
| [SPCH 10003](https://catalog.uark.edu/search/?P=SPCH%2010003) Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) | 3 |  |
| [~~ISYS 11203~~](https://catalog.uark.edu/search/?P=ISYS%2011203)~~Business Application Knowledge - Computer Competency~~ Elective | 3 |  |
| [CIED 10103](https://catalog.uark.edu/search/?P=CIED%2010103) Introduction to Education | 3 |  |
| [ENGL 10203](https://catalog.uark.edu/search/?P=ENGL%2010203) Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) |  | 3 |
| Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2)1 |  | 3 |
| U.S. History or Government State Minimum Core (Satisfies General Education Outcome 4.2)1 |  | 3 |
| [PSYC 20003](https://catalog.uark.edu/search/?P=PSYC%2020003) General Psychology (ACTS Equivalency = PSYC 1103) (Satisfies General Education Outcome 3.3)1 |  | 3 |
| [ECON 21003](https://catalog.uark.edu/search/?P=ECON%2021003) Principles of Macroeconomics (ACTS Equivalency = ECON 2103) (Satisfies General Education Outcome 3.3) |  | 3 |
| Year Total: | 15 | 15 |
|  |  |  |
| **Second Year** | **Units** | |
|  | **Fall** | **Spring** |
| [ECON 22003](https://catalog.uark.edu/search/?P=ECON%2022003) Principles of Microeconomics (ACTS Equivalency = ECON 2203) (Satisfies General Education Outcome 3.3) | 3 |  |
| [BLAW 20003](https://catalog.uark.edu/search/?P=BLAW%2020003) The Legal Environment of Business (ACTS Equivalency = BLAW 2003) | 3 |  |
| Science with Lab State Minimum Core (Satisfies General Education Outcome 3.4)1 | 4 |  |
| Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2)1 | 3 |  |
| [CATE 31003](https://catalog.uark.edu/search/?P=CATE%2031003) Introduction to Professionalism (Satisfies General Education Outcome 4.1) | 3 |  |
| [ACCT 20103](https://catalog.uark.edu/search/?P=ACCT%2020103) Accounting Principles |  | 3 |
| [BUSI 10303](https://catalog.uark.edu/search/?P=BUSI%2010303) Data Analysis and Interpretation |  | 3 |
| Electives |  | 8-9 |
| Year Total: | 16 | 15 |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Third Year** | **Units** | |
|  | **Fall** | **Spring** |
| [ACCT 20203](https://catalog.uark.edu/search/?P=ACCT%2020203) Accounting Principles II | 3 |  |
| [CIED 30203](https://catalog.uark.edu/search/?P=CIED%2030203) Survey of Exceptionalities or [CIED 40203](https://catalog.uark.edu/search/?P=CIED%2040203) Teaching in Inclusive Secondary Settings | 3 |  |
| [CIED 30303](https://catalog.uark.edu/search/?P=CIED%2030303) Classroom Learning Theory | 3 |  |
| Upper Level Elective | 3 |  |
| Science with Lab State Minimum Core (Satisfies General Education Outcome 3.4)1 | 4 |  |
| [MKTG 34303](https://catalog.uark.edu/search/?P=MKTG%2034303) Introduction to Marketing |  | 3 |
| [CATE 48003](https://catalog.uark.edu/search/?P=CATE%2048003) Word Processing and Multimedia |  | 3 |
| Electives |  | 8 |
| Year Total: | 16 | 14 |
|  |  |  |
| **Fourth Year** | **Units** | |
|  | **Fall** | **Spring** |
| [CATE 40103](https://catalog.uark.edu/search/?P=CATE%2040103) Teaching Strategies (Satisfies General Education Outcome 1.2) | 3 |  |
| [~~CATE 40203~~](https://catalog.uark.edu/search/?P=CATE%2040203)~~Classroom Management~~ SEED 40203 Classroom Management Concepts | 3 |  |
| [CATE 40303](https://catalog.uark.edu/search/?P=CATE%2040303) Assessment / Program Evaluation  CATE 41006 Teaching Residency I | 3 | 6 |
| ~~Electives~~ | Delete ~~4~~ |  |
| [CATE 40502](https://catalog.uark.edu/search/?P=CATE%2040502) Seminar |  | 2 |
| [CATE 40612](https://catalog.uark.edu/search/?P=CATE%2040612) Teaching Residency II (Satisfies General Education Outcomes 1.2 and 6.1) Currently Teaching Internship. Is going through the system for a name change. |  | 12 |
| Year Total: | 15 | 14 |
|  |  |  |
| **Total Units in Sequence:** |  | **120** |

**1**

Students must complete the [State Minimum Core requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTkGD%2F1XG8924jwOx8pTlw8lWNAGp0s%3D&reserved=0) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's [General Education requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069621479&sdata=QptR3u0pvU0Z%2BDWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

**APPENDIX B – 2**

**Current Program of Study**

**Family and Consumer Sciences**

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A screenshot of a computer

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**1**

Students must complete the [State Minimum Core requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTkGD%2F1XG8924jwOx8pTlw8lWNAGp0s%3D&reserved=0) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's [General Education requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069621479&sdata=QptR3u0pvU0Z%2BDWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

**APPENDIX B – 2**

**Proposed Program of Study**

**Family and Consumer Sciences**

***Revisions to the program are highlighted.***

|  |  |  |
| --- | --- | --- |
| **First Year** | **Units** | |
|  | **Fall** | **Spring** |
| [ENGL 10103](https://catalog.uark.edu/search/?P=ENGL%2010103) Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) | 3 |  |
| [MATH 11003](https://catalog.uark.edu/search/?P=MATH%2011003) College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1) | 3 |  |
| Select one of the following (Satisfies General Education Outcome 3.4): | 4 |  |
| [CHEM 12103](https://catalog.uark.edu/search/?P=CHEM%2012103) Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture) & [CHEM 12101](https://catalog.uark.edu/search/?P=CHEM%2012101) Fundamentals of Chemistry Laboratory (ACTS Equivalency = CHEM 1214 Lab) |  |  |
| [CHEM 14103](https://catalog.uark.edu/search/?P=CHEM%2014103) University Chemistry I (ACTS Equivalency = CHEM 1414 Lecture) & [CHEM 14101](https://catalog.uark.edu/search/?P=CHEM%2014101) University Chemistry I Laboratory (ACTS Equivalency = CHEM 1414 Lab) |  |  |
| U.S. History or Government State Minimum Core1 | 3 |  |
| [HDFS 14003](https://catalog.uark.edu/search/?P=HDFS%2014003) Life Span Development (Satisfies General Education Outcomes 3.3, 4.1, 4.2, and 5.1)  HOSP 26101 Food Service Sanitation | 3 | 1 |
| [NUTR 12103](https://catalog.uark.edu/search/?P=NUTR%2012103) Fundamentals of Nutrition |  | 3 |
| [ENGL 10203](https://catalog.uark.edu/search/?P=ENGL%2010203) Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) |  | 3 |
| Science State Minimum Core with Lab (Satisfies General Education Outcome 3.4) 1 |  | 4 |
| [CATE 48103](https://catalog.uark.edu/search/?P=CATE%2048103) Teaching Apparel Production |  | 3 |
| Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2)1 |  | 3 |
| Year Total: | 16 | 16 |
|  |  |  |
| **Second Year** | **Units** | |
|  | **Fall** | **Spring** |
| [CIED 10103](https://catalog.uark.edu/search/?P=CIED%2010103) Introduction to Education | 3 |  |
| ~~Elective~~ | ~~3~~ |  |
| [NUTR 21103](https://catalog.uark.edu/search/?P=NUTR%2021103) Principles of Foods | 3 |  |
| [NUTR 21101](https://catalog.uark.edu/search/?P=NUTR%2021101) Principles of Foods Laboratory | 1 |  |
| [PSYC 20003](https://catalog.uark.edu/search/?P=PSYC%2020003) General Psychology (ACTS Equivalency = PSYC 1103) (Satisfies General Education Outcome 3.3) | 3 |  |
| Humanities or Fine Arts State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2) 1 | 3 |  |
| [CATE 31003](https://catalog.uark.edu/search/?P=CATE%2031003) Introduction to Professionalism | 3 |  |
| [HDFS 24103](https://catalog.uark.edu/search/?P=HDFS%2024103) Family Relations (Satisfies General Education Outcomes 3.3 4.1, and 4.2) |  | 3 |
| [AMPD 20503](https://catalog.uark.edu/search/?P=AMPD%2020503) Introduction to Textile Science |  | 3 |
| Electives |  | 6 |
| Year Total: | 16 | 12 |
|  |  |  |
| **Third Year** | **Units** | |
|  | **Fall** | **Spring** |
| [HDFS 34703](https://catalog.uark.edu/search/?P=HDFS%2034703) Family Financial Management | 3 |  |
| Elective | 7 |  |
| [CIED 30303](https://catalog.uark.edu/search/?P=CIED%2030303) Classroom Learning Theory | 3 |  |
| [HDFS 24303](https://catalog.uark.edu/search/?P=HDFS%2024303) Child Development |  | 3 |
| [CATE 30003](https://catalog.uark.edu/search/?P=CATE%2030003) Teaching Housing and Interior Design to Secondary Students |  | 3 |
| Elective |  | 8 |
| Year Total: | 13 | 14 |
|  |  |  |
| **Fourth Year** | **Units** | |
|  | **Fall** | **Spring** |
| [~~CATE 40203~~](https://catalog.uark.edu/search/?P=CATE%2040203)~~Classroom Management~~ SEED 40203 Classroom Mgmt. Concepts | 3 |  |
| [CATE 40103](https://catalog.uark.edu/search/?P=CATE%2040103) Teaching Strategies (Satisfies General Education Outcome 1.2) | 3 |  |
| [CIED 30203](https://catalog.uark.edu/search/?P=CIED%2030203) Survey of Exceptionalities or [CIED 40203](https://catalog.uark.edu/search/?P=CIED%2040203) Teaching in Inclusive Secondary Settings | 3 |  |
| [CATE 40303](https://catalog.uark.edu/search/?P=CATE%2040303) Assessment / Program Evaluation  CATE 41006 Teaching Residency I | 3 | 6 |
| [CATE 40502](https://catalog.uark.edu/search/?P=CATE%2040502) Seminar |  | 2 |
| [CATE 40612](https://catalog.uark.edu/search/?P=CATE%2040612) Teaching Residency II (Satisfies General Education Outcomes 1.2 and 6.1) |  | 12 |
| Year Total: | 18 | 14 |
|  |  |  |
| **Total Units in Sequence:** |  | **120** |

**1**

Students must complete the [State Minimum Core requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTkGD%2F1XG8924jwOx8pTlw8lWNAGp0s%3D&reserved=0) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's [General Education requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069621479&sdata=QptR3u0pvU0Z%2BDWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

**APPENDIX B – 3**

**Current Program of Study**

**Technology Education**

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Students must complete the [State Minimum Core requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTkGD%2F1XG8924jwOx8pTlw8lWNAGp0s%3D&reserved=0) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's [General Education requirements](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069621479&sdata=QptR3u0pvU0Z%2BDWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

**APPENDIX B – 3**

**Proposed Program of Study**

**Technology Education**

***Revisions to the program are highlighted.***

|  |  |  |
| --- | --- | --- |
| **First Year** | **Units** | |
|  | **Fall** | **Spring** |
| [ENGL 10103](https://catalog.uark.edu/search/?P=ENGL%2010103) Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) | 3 |  |
| U.S. History or Government State Minimum Core1 | 3 |  |
| Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2)1 | 3 |  |
| [ASTM 16103](https://catalog.uark.edu/search/?P=ASTM%2016103) Fundamentals of Agricultural Systems Technology | 3 |  |
| [CIED 10103](https://catalog.uark.edu/search/?P=CIED%2010103) Introduction to Education | 3 |  |
| [ENGL 10203](https://catalog.uark.edu/search/?P=ENGL%2010203) Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) |  | 3 |
| [PSYC 20003](https://catalog.uark.edu/search/?P=PSYC%2020003) General Psychology (ACTS Equivalency = PSYC 1103) (Satisfies General Education Outcome 3.3) |  | 3 |
| [TEED 21003](https://catalog.uark.edu/search/?P=TEED%2021003) Technology and Society |  | 3 |
| [MATH 22003](https://catalog.uark.edu/search/?P=MATH%2022003) Survey of Calculus (ACTS Equivalency = MATH 2203) (Satisfies General Education Outcome 2.1) |  | 3 |
| Elective |  | 3 |
| Year Total: | 15 | 15 |
|  |  |  |
| **Second Year** | **Units** | |
|  | **Fall** | **Spring** |
| [CATE 31003](https://catalog.uark.edu/search/?P=CATE%2031003) Introduction to Professionalism (Satisfies General Education Outcomes 4.1, 4.2, and 5.1) | 3 |  |
| Choose one of the following (Satisfies General Education Outcome 3.4): | 4 |  |
| [PHYS 20103](https://catalog.uark.edu/search/?P=PHYS%2020103) College Physics I (ACTS Equivalency = PHYS 2014 Lecture) & [PHYS 20101](https://catalog.uark.edu/search/?P=PHYS%2020101) College Physics I Laboratory (ACTS Equivalency = PHYS 2014 Lab) or [PHYS 20304](https://catalog.uark.edu/search/?P=PHYS%2020304) University Physics I (ACTS Equivalency = PHYS 2034) |  |  |
| [TEED 12003](https://catalog.uark.edu/search/?P=TEED%2012003) CAD Technology I | 3 |  |
| Elective | 5 |  |
| Science with Lab State Minimum Core (Satisfies General Education Outcome 3.4)1 |  | 4 |
| Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcomes 3.1 or 3.2)1 |  | 3 |
| Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3)1 |  | 3 |
| [STEM 40303](https://catalog.uark.edu/search/?P=STEM%2040303) Introduction to STEM Education |  | 3 |
| Elective |  | 3 |
| Year Total: | 15 | 16 |
|  |  |  |
| **Third Year** | **Units** | |
|  | **Fall** | **Spring** |
| [CIED 30203](https://catalog.uark.edu/search/?P=CIED%2030203) Survey of Exceptionalities or [CIED 40203](https://catalog.uark.edu/search/?P=CIED%2040203) Teaching in Inclusive Secondary Settings | 3 |  |
| [CIED 30303](https://catalog.uark.edu/search/?P=CIED%2030303) Classroom Learning Theory | 3 |  |
| [ASTM 31703](https://catalog.uark.edu/search/?P=ASTM%2031703) Electricity in Agriculture | 3 |  |
| Elective | 6 |  |
| Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3)1 |  | 3 |
| [ASTM 31002](https://catalog.uark.edu/search/?P=ASTM%2031002) Small Power Units/Turf Equipment & [ASTM 31001](https://catalog.uark.edu/search/?P=ASTM%2031001) Small Power Units/Turf Equipment Laboratory |  | 3 |
| [TEED 41003](https://catalog.uark.edu/search/?P=TEED%2041003) Engineering Design for Technology Education Capstone |  | 3 |
| Elective |  | 6 |
| Year Total: | 15 | 15 |
|  |  |  |
| **Fourth Year** | **Units** | |
|  | **Fall** | **Spring** |
| [CATE 40103](https://catalog.uark.edu/search/?P=CATE%2040103) Teaching Strategies (Satisfies General Education Outcome 1.2) | 3 |  |
| [~~CATE 40203~~](https://catalog.uark.edu/search/?P=CATE%2040203)~~Classroom Management~~ SEED 40203 Classroom Mgmt. Concepts | 3 |  |
| [CATE 40303](https://catalog.uark.edu/search/?P=CATE%2040303) Assessment / Program Evaluation | 3 |  |
| CATE 41006 Teaching Residency I | 6 |  |
| [CATE 40502](https://catalog.uark.edu/search/?P=CATE%2040502) Seminar Teaching Internship |  | 2 |
| [CATE 40612](https://catalog.uark.edu/search/?P=CATE%2040612) Teaching Residency II (Satisfies General Education Outcomes 1.2 and 6.1) |  | 12 |
| Year Total: | 15 | 14 |
|  |  |  |
| **Total Units in Sequence:** |  | **120** |

**APPENDIX C - 1**

**Course Alignment with ADE Content Competencies – Business Technology**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Business Technology (2021)** |  |  | |  | | **Course Alignment with ADE Content Competencies** | | | | | | | | | | |
|  | ACCT  20103 | | ACCT  20203 | | BLAW  20003 | | MKTG  34303 | BUSI  10303 | CATE  48003 | SPCH  10003 | ENGL  10103  10204 | MATH 20503 | SCIENCE  CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 1:**  **Accounting** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.1 | x | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.2 | x | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.3 | x | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.4 | x | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.5 | x | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.6 | x | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.7 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.8 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 1.9 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 1..10 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| **Standard 2: Business Law** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| 2.2 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| 2.3 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| 2.4 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| 2.5 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| 2.6 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| 2.7 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| 2.8 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Business Technology (2021)** |  |  | |  | | **Course Alignment with ADE Content Competencies** | | | | | | | | | | |
|  | ACCT 20103 | | ACCT 20203 | | BLAW 20003 | | MKTG  34303 | BUSI 10303 | CATE 48003 | SPCH 10003 | ENGL  10103  10204 | MATH  20503 | SCIENCE CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 2: Business Law** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 2.9 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| 2.10 |  | |  | | x | |  |  |  |  |  |  |  |  |  |  |
| **Standard 3: Career Development** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |
| 3.2 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |
| 3.3 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |
| 3.4 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |
| 3.5 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |
| 3.6 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |
| **Standard 4: Communication** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  | |  | |  | |  |  | x | x |  |  |  |  |  |  |
| 4.2 |  | |  | |  | |  |  |  | x |  |  |  |  |  |  |
| 4.3 |  | |  | |  | |  | x | x | x |  |  |  |  |  |  |
| 4.4 |  | |  | |  | |  | x | x | x |  |  |  |  |  |  |
| 4.5 |  | |  | |  | |  |  | x | x |  |  |  |  |  |  |
| **Standard 5:**  **Computation** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  | |  | |  | |  |  |  |  |  | x |  |  |  |  |
| 5.2 |  | |  | |  | |  |  |  |  |  | x |  |  |  |  |
| 5.3 |  | |  | |  | |  |  |  |  |  | x |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Business Technology (2021)** |  |  | |  | | **Course Alignment with ADE Content Competencies** | | | | | | | | | | |
|  | ACCT 20103 | | ACCT 20203 | | BLAW 20003 | | MKTG  34303 | BUSI 10303 | CATE 48003 | SPCH 10003 | ENGL  10103  10204 | MATH  20503 | SCIENCE CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 5: Computation** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 5.4 |  | |  | |  | |  |  |  |  |  | x |  |  |  |  |
| 5.5 |  | |  | |  | |  |  |  |  |  | x |  |  |  |  |
| 5.6 |  | |  | |  | |  |  |  |  |  | x |  |  |  |  |
| **Standard 6:**  **Economics** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.2 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.3 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.4 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.5 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.6 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.7 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.8 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.9 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.10 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.11 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.12 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.13 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.14 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.15 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.16 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |
| 6.17 |  | |  | |  | |  |  |  |  |  |  |  |  |  | x |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Business Technology (2021)** |  |  | |  | | **Course Alignment with ADE Content Competencies** | | | | | | | | | | |
|  | ACCT 20103 | | ACCT 20203 | | BLAW 20003 | | MKTG  34303 | BUSI 10303 | CATE 48003 | SPCH 10003 | ENGL  10103  10204 | MATH  20503 | SCIENCE CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 7:**  **Personal**  **Finance** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 7.1 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 7.2 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 7.3 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 7.4 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 7.5 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 7.6 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 7.7 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 7.8 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| **Standard 8: Entrepreneurship** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  | |  | |  | | x |  |  |  |  |  |  |  |  | x |
| 8.2 |  | |  | |  | | x |  |  |  |  |  |  |  |  | x |
| 8.3 | x | | x | |  | | x |  |  |  |  |  |  |  |  |  |
| 8.4 | x | | x | |  | |  |  |  |  |  |  |  |  |  |  |
| 8.5 |  | |  | |  | | x |  |  |  |  |  |  |  |  |  |
| 8.6 |  | |  | |  | | x |  |  |  |  |  |  |  |  |  |
| 8.7 |  | |  | |  | | x |  |  |  |  |  |  |  |  |  |
| 8.8 |  | |  | |  | | x |  |  |  |  |  |  |  |  |  |
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| **Business Technology (2021)** |  |  | |  | | **Course Alignment with ADE Content Competencies** | | | | | | | | | | |
|  | ACCT 20103 | | ACCT 20203 | | BLAW 20003 | | MKTG  34303 | BUSI 10303 | CATE 48003 | SPCH 10003 | ENGL  10103  10204 | MATH  20503 | SCIENCE CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 9: Information and Technology** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 9.1 |  | |  | |  | |  | x | x |  |  |  |  |  |  |  |
| 9.2 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.3 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.4 |  | |  | |  | |  | x | x |  |  |  |  |  |  |  |
| 9.5 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.6 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |
| 9.7 |  | |  | |  | |  | x | x |  |  |  |  |  |  |  |
| 9.8 |  | |  | |  | |  | x | x |  |  |  |  |  |  |  |
| 9.9 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.10 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.11 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.12 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.13 |  | |  | |  | |  | x | x |  |  |  |  |  |  |  |
| 9.14 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.15 |  | |  | |  | |  | x | x |  |  |  |  |  |  |  |
| 9.16 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 9.17 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |
| 9.18 |  | |  | |  | |  |  | x |  |  |  |  |  |  |  |

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| **Business**  **Technology**  **(2021)** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | |
|  | ACCT  20103 | ACCT  20203 | BLAW  20003 | MKTG 34303 | BUSI  10303 | CATE  48003 | SPCH  10003 | ENGL  10103  10204 | MATH  20503 | SCIENCE  CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 10:**  **International**  **Business** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10.1 |  |  |  |  |  |  |  |  |  |  |  |  | x |
| 10.2 |  |  |  |  |  |  |  |  |  |  |  |  | x |
| 10.3 |  |  |  |  |  |  |  |  |  |  |  |  | X |
| 10.4 |  |  |  |  |  |  |  |  |  |  |  |  | X |
| 10.5 |  |  |  |  |  |  |  |  |  |  |  |  | X |
| 10.6 |  |  |  |  |  |  |  |  |  |  |  |  | X |
| 10.7 |  |  |  | X |  |  |  |  |  |  |  |  | X |
| 10.8 |  | X |  | X |  |  |  |  |  |  |  |  | X |
| **Standard 11: Management** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.1 |  |  |  |  |  |  |  |  |  |  |  |  | X |
| 11.2 |  |  |  |  |  |  |  |  |  |  |  |  | X |
| 11.3 |  |  |  | X |  |  |  |  |  |  |  |  | X |
| 11.4 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 11.5 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 11.6 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 11.7 |  |  |  |  |  |  |  |  |  |  |  |  | X |
| 11.8 |  |  |  |  | X | X |  |  |  |  |  |  |  |

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| **Business**  **Technology**  **(2021)** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | |
|  | ACCT  20103 | ACCT  20203 | BLAW  20003 | MKTG 34303 | BUSI  10303 | CATE  48003 | SPCH  10003 | ENGL  10103  10204 | MATH  20503 | SCIENCE  CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 11:**  **Management** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.10 | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 11.11 |  | x |  | x |  |  |  |  |  |  |  |  |  |
| 11.12 |  |  |  |  |  |  |  |  |  |  |  |  | x |
| **Standard 12: Marketing** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.1 |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 12.2 |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 12.3 |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 12.4 |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 12.5 |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 12.6 |  |  |  | x |  |  |  |  |  |  |  |  |  |

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| **Business Technology (2021)** |  |  | |  | | **Course Alignment with ADE Content Competencies** | | | | | | | | | | |
|  | ACCT 20103 | | ACCT 20203 | | BLAW 20003 | | MKTG  34303 | BUSI 10303 | CATE 48003 | SPCH 10003 | ENGL  10103  10204 | MATH  20503 | SCIENCE CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 13: Professional**  **Business**  **Education** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 13.1 |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 13.2 |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 13.3 |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 13.4 |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 13.5 |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 13.6 |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| **Standard 14: Computing Concepts** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 14.1 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 14.2 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 14.3 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 14.4 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |
| 14.5 |  | |  | |  | |  | x |  |  |  |  |  |  |  |  |

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| **Business Technology (2021)** |  |  | |  | | **Course Alignment with ADE Content Competencies** | | | | | | | | | | |
|  | ACCT 20103 | | ACCT 20203 | | BLAW 20003 | | MKTG  34303 | BUSI 10303 | CATE 48003 | SPCH 10003 | ENGL  10103  10204 | MATH 20503 | SCIENCE  CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL  SCIENCES |
| **Standard 15: Disciplinary**  **Literacy** |  | |  | |  | |  |  |  |  |  |  |  |  |  |  |
| 15.1 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.2 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.3 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.4 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.5 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.6 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.7 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.8 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.9 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.10 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.11 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.12 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.13 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.14 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.15 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.16 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.17 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.18 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.19 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.20 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.21 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.22 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |
| 15.23 |  | |  | |  | |  |  |  |  | x |  |  |  |  |  |

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| **Business Technology (2021)** |  |  | |  | | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | |
|  | ACCT 20103 | | ACCT 20203 | | BLAW 20003 | | MKTG  34303 | BUSI 10303 | CATE 48003 | SPCH 10003 | ENGL 10103  10204 | MATH 20503 | | SCIENCE  CORE | HISTORY | FINE ARTS  HUMANITIES | SOCIAL SCIENCES |
| **Standard 15:**  **Disciplinary**  **Literacy** |  | |  | |  | |  |  |  |  |  |  |  | |  |  |  |
| 15.24 |  | |  | |  | |  |  |  |  | x |  |  | |  |  |  |
| **15.25** |  | |  | |  | |  |  | x |  | x |  |  | |  |  |  |
| **15.26** |  | |  | |  | |  |  |  |  | x |  |  | |  |  |  |
| **15.27** |  | |  | |  | |  |  |  |  | x |  |  | |  |  |  |
| **15.28** |  | |  | |  | |  |  |  |  | x |  |  | |  |  |  |
| **Standard 16: DESE Guide for Life** |  | |  | |  | |  |  |  |  |  |  |  | |  |  |  |
| 16.1 |  | |  | |  | |  |  |  |  |  |  |  | |  |  |  |
| 16.2 |  | |  | |  | |  |  |  |  |  |  |  | |  |  |  |
| 16.3 |  | |  | |  | |  |  |  |  |  |  |  | |  |  |  |
| 16.4 |  | |  | |  | |  |  |  |  |  |  |  | |  |  |  |
| 16.5 |  | |  | |  | |  |  |  |  |  |  |  | |  |  |  |

**APPENDIX C – 2**

**Course Alignment with ADE Content Competencies – Family and Consumer Science**

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| **Family and Consumer Science (2024)** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | HDFS 14003 | HDFS 24103 | HDFS 24303 | HDFS 24803 | AMPD 20503 | CATE 48103 | NUTR 12103 | NUTR 21103 and 21101L | CATE 31003 | CATE 30003 | CIED 10103 | CIED 30203 or CIED 40203 | CIED 30303 |
| **Standard 1: Food, Nutrition, and Wellness** | | | | | | | | | | | | | |
| 1.1 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.2 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.3 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.4 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.5 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.6 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.7 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.8 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.9 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.10 |  |  |  |  |  |  | x | x |  |  |  |  |  |
| 1.11 |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 1.12 |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 1.13 |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 1.14 |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 1.15 |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 1.16 |  |  |  |  |  |  | x |  |  |  |  |  |  |
| 1.17 |  |  |  |  |  |  | x |  |  |  |  |  |  |
| **Standard 2: Commercial, Housing, and Interior Design** | | | | | | | | | | | | | |
| 2.1 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.2 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.3 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.4 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.5 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.6 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.7 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.8 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.9 |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 2.10 |  |  |  |  |  |  |  |  |  | x |  |  |  |

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|  | HDFS 14003 | HDFS 24103 | HDFS 24303 | HDFS 24803 | AMPD 20503 | CATE 48103 | NUTR 12103 | NUTR 21103 and 21101L | CATE 31003 | CATE 30003 | CIED 10103 | CIED 30203 or CIED 40203 | CIED 30303 |
| **Standard 3: Textiles, Fashion, and Apparel** | | | | | | | | | | | | | | |
| 3.1 |  |  |  |  | x |  |  |  |  |  |  |  |  |
| 3.2 |  |  |  |  | x | x |  |  |  |  |  |  |  |
| 3.3 |  |  |  |  | x | x |  |  |  |  |  |  |  |
| 3.4 |  |  |  |  | x | x |  |  |  |  |  |  |  |
| 3.5 |  |  |  |  | x | x |  |  |  |  |  |  |  |
| 3.6 |  |  |  |  | x |  |  |  |  |  |  |  |  |
| 3.7 |  |  |  |  | X | x |  |  |  |  |  |  |  |
| 3.8 |  |  |  |  |  | x |  |  |  |  |  |  |  |
| **Standard 4: Interpersonal Relationships** | | | | | | | | | | | | | | |
| 4.1 | x | x | x |  |  |  |  |  |  |  |  |  |  |
| 4.2 | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 4.3 | x | X |  |  |  |  |  |  |  |  |  |  |  |
| 4.4 |  | x | x |  |  |  |  |  |  |  |  |  |  |
| 4.5 | X | x |  |  |  |  |  |  |  |  |  |  | X |
| 4.6 |  | x |  |  |  |  |  |  |  |  |  |  |  |
| 4.7 |  | X |  |  |  |  |  |  |  |  |  | X |  |
| 4.8 | x | x | x |  |  |  |  |  |  |  |  |  |  |
| 4.9 |  | x |  |  |  |  |  |  |  |  |  | X |  |
| **Standard 5: Human Development, Early Childhood Education** | | | | | | | | | | | | | | |
| 5.1 | x |  | x |  |  |  |  |  |  |  |  |  |  |
| 5.2 | x | x | x |  |  |  |  |  |  |  |  |  |  |
| 5.3 | x |  | x |  |  |  |  |  |  |  |  |  |  |
| 5.4 | x |  | x |  |  |  |  |  |  |  |  |  |  |
|  | HDFS 14003 | HDFS 24103 | HDFS 24303 | HDFS 24803 | AMPD 20503 | CATE 48103 | NUTR 12103 | NUTR 21103 and 21101L | CATE 31003 | CATE 30003 | CIED 10103 | CIED 30203 or CIED 40203 | CIED 30303 |
| 5.5 | x | x | x |  |  |  |  |  |  |  |  |  |  |
| 5.6 | x | x | x |  |  |  |  |  |  |  |  | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.7 |  |  | x |  |  |  |  |  |  |  |  | X | X |

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| **Standard 6: Resource Management** | | | | | | | | | | | | | |
| 6.1 | x |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.2 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.3 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.4 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.5 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.6 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.7 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.8 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.9 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.10 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.11 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.12 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.13 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.14 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.15 |  |  |  | X |  |  |  |  |  |  |  |  |  |
| 6.16 |  |  |  | X |  |  |  |  | X |  |  |  |  |
| 6.17 | x |  | x |  |  |  |  |  |  |  |  |  |  |
| 6.18 | x |  | x |  |  |  |  |  |  |  |  |  |  |
| 6.19 | x |  | x |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard 7: Foundations of Family and Consumer Sciences Education** | | | | | | | | | | | | | | |
| 7.1 |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 7.2 |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 7.3 |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 7.4 |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 7.5 |  |  |  |  |  |  |  |  | x |  |  |  |  |
| 7.6 |  |  |  |  |  |  |  |  | x |  |  |  |  |

**APPENDIX C - 3**

**Course Alignment with ADE Content Competencies – Industrial Technology**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Industrial Technology**  **7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1. Technology and Society** | TEED  12003 | TEED  21003 | TEED  41003 | STEM  40303 | ASTM  16103 | ASTM  31703 | ASTM  31002/  31001 | ENGL  10103  10203 | CATE  40103 | SEED  40203 | CATE  40303 | CATE  31003 |  |  |  |  |
| 1.1 |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.2 |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.3 |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.4 |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.5 |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.6 |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2. Technological Design and Problem Solving** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.3 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.4 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.5 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| **3. Energy, Power, and Transportation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |
| 3.2 |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |
| 3.3 |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |
| 3.4 |  |  |  |  | x | x | x |  |  |  |  |  |  |  |  |  |
| 3.5 |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 3.6 |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 3.7 |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |
| 3.8 |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  |  |
| **4. Information and Communication Technologies** | TEED  12003 | TEED  21003 | TEED  41003 | STEM  40303 | ASTM  16103 | ASTM  31703 | ASTM  31002/  31001 | ENGL  10103  10203 | CATE  40103 | SEED  40203 | CATE  40303 | CATE  31003 |  |  |  |  |
| 4.1 | x |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |
| 4.2 | x |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |
| 4.3 | x |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |
| 4.4 | x |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |
| 4.5 | x |  | x |  | x |  |  |  |  |  |  |  |  |  |  |  |
| **5. Manufacturing and Construction Technologies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 5.2 |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 5.3 |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 5.4 |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 5.5 |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 5.6 |  |  | x | x | x |  |  |  |  |  |  |  |  |  |  |  |
| **6. Pedagogical and Professional Studies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  | x | x |  |  |  |  | x |  |  |  |  |  |  |  |
| 6.2 |  |  | x | x |  |  |  |  | x |  |  |  |  |  |  |  |
| 6.3 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.4 |  |  | x | x |  |  |  |  |  | x |  |  |  |  |  |  |
| 6.5 |  |  | x | x |  |  |  |  |  |  | x |  |  |  |  |  |
| 6.6 |  |  | x | x |  |  |  |  | x |  |  |  |  |  |  |  |
| 6.7 |  |  | x |  |  |  |  |  |  |  | x |  |  |  |  |  |
| 6.8 |  |  | x |  |  |  |  |  |  |  | x |  |  |  |  |  |
| 6.9 |  |  | x | x |  |  |  |  |  |  | x |  |  |  |  |  |
| 6.10 |  |  | x | x |  |  |  |  | x |  |  |  |  |  |  |  |
| **7. Disciplinary Literacy** | TEED  12003 | TEED  21003 | TEED  41003 | STEM  40303 | ASTM  16103 | ASTM  31703 | ASTM  31002/  31001 | ENGL  10103  10203 | CATE  40103 | SEED  40203 | CATE  40303 | CATE  31003 |  |  |  |  |
| 7.1 |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |
| 7.2 |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |
| 7.3 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.4 | x |  | x | x |  |  |  | x |  |  |  |  |  |  |  |  |
| 7.5 |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.6 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.7 |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.8 |  |  | x | x |  |  |  | x |  |  |  |  |  |  |  |  |
| 7.9 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.10 |  |  | x | x |  |  |  | x |  |  |  |  |  |  |  |  |
| 7.11 |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.12 |  |  | x | x |  |  |  | x | x |  |  |  |  |  |  |  |
| 7.13 |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |
| 7.14 |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.15 |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.16 |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |
| 7.17 |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |
| 7.18 |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |

**APPENDIX D**

**CAREER AND TECHNICAL EDUCATION**

**Business Technology, Family and Consumer Sciences, Technology Education**

**Course Alignment with Arkansas Teaching Standards**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CATE  B.S.E. | CIED 10103 | CATE 31003/50003 | CIED 30203/40203 | CIED 30303 | CATE 40103/50103 | SEED 40203  CATE 50203 | CATE 40303/50303 | CATE 41006/50106 | CATE 40502 | CATE 40612/51006 |
| **Standard #1**  **Learner Development** | X | X | X | X | X | X | X | X | X | X |
| **Standard #2**  **Learning Differences** | X | X | X | X | X |  | X |  | X |  |
| **Standard #3**  **Learning Environments** | X | X | X | X | X | X | X | X | X | X |
| **Standard #4**  **Content Knowledge** |  | X | X | X | X | X | X | X | X | X |
| **Standard #5**  **Application of Content** |  | X | X |  | X |  |  | X | X |  |
| **Standard #6**  **Assessment** |  |  | X |  | X |  | X | X | X | X |
| CATE  B.S.E. | CIED 10103 | CATE 31003/50003 | CIED 30203/40203 | CIED 30303 | CATE 40103/50103 | SEED 40203  CATE 50203 | CATE 40303/50303 | CATE 41006/50106 | CATE 40502 | CATE 40612/51006 |
| **Standard #7**  **Planning for Instruction** |  | X | X |  | X | X | X | X | X | X |
| **Standard #8**  **Instructional Strategies** |  | X | X |  | X |  | X | X | X | X |
| **Standard #9**  **Professional Learning and Ethical Practice** | X | X |  | X | X | X | X | X | X | X |
| **Standard #10**  **Leadership and Collaboration** | X | X |  |  | X |  | X | X | X | X |

**APPENDIX E – 1**

**Professional Education Syllabi**

**INTRODUCTION TO EDUCATION**

CIED 10003: Introduction to Education: Lecture and Practicum University of Arkansas College of Education and Health Professions Department of Curriculum and Instruction

Class Dates and Times: Thursdays 8:35-11:35am Peabody Hall 309

**Instructor:** Dr. Jennifer Beasley **Email**: [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)

**Phone:** 479-575-6195

**REMIND Class Link:** https:[//www.remind.com/join/cied1013c](http://www.remind.com/join/cied1013c)

**Student Hours:** Mondays, 1:00pm – 3:00pm – *Other times are by appointment*

You are Invited! You do not have to wait until there is a problem to access me during student hours. Feel free to stop by just to say hello or ask a question. Join me for a one-on-one conversation or if you are more comfortable, bring a friend.

1. **COURSE DESCRIPTION:** Introduction to Education integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. It encourages prospective teachers to become reflective practitioners by emphasizing the organization of school systems, planning and implementation of effective classroom environments, developing of teaching styles, and new directions in education. The practicum component provides 18 hours of field experience designed to give prospective teachers an opportunity to observe and participate in a variety of school settings. It includes a variety of field-based activities to encourage personal reflection on the profession of teaching. Special focus is given to the organization of school systems, effective classroom environments, teaching styles, and new directions in education. Students are provided the opportunity to observe the educational process in two levels, elementary and junior high/middle school or high school. Twelve hours of observation take place in regularly scheduled school settings (virtual or face-to-face, depending on the current university/district recommendations), and six hours come from alternative settings as explained under “Additional Observations” of this syllabus.
2. **REQUIRED TEXTBOOK**:

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

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

A person with long hair wearing a blue shirt

Description automatically generated A person with blonde hair

Description automatically generated

Jennifer Beasley, Ed.D. Myra Haulmark, Ed.D.

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

1. **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**. This course links classroom theory with active involvement in public school settings. The course is designed to introduce students to the career of teaching and to the way education occurs in the classroom.
2. **COMPETENCIES:** Upon completion of CIED 1013, students will be able to:
   1. Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3)
   2. Recognize the practical applications of philosophical concepts in the classroom. (InTASC 1, 9)
   3. Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9)
   4. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including diversity and multiculturalism. (InTASC 3, 9, 10)
   5. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10)
   6. Identify major historical events and persons who have influenced the progression and development of American education.
   7. Differentiate the various educational philosophies that undergird educational practice.
   8. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
   9. Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10)
   10. Reflect on personal experiences within education and recognize their influence on one’s perception of education.
   11. 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)
   12. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10)
   13. Describe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9)
   14. Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5)
3. **CLASSROOM EXPECTATIONS AND COURTESIES:**

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served in this course. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, faith/beliefs, and culture. Your suggestions are encouraged and appreciated.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to talk with me. I want to be a resource for you. I (like many people) am still in the process of learning about diverse experiences, perspectives, and identities. If something is said in class (by anyone, including me) that makes you feel uncomfortable, please talk to me about it.

(excerpted and modified from Brown University https://brown.edu/sheridan/teaching-learning- resources/inclusive-teaching/statements )

|  |  |
| --- | --- |
| **Expectations of Student** | **Expectations of Professor** |
| Please follow all university guidelines when physically present on campus | Keep expectations and assignments clear and up-to-date on the Blackboard course |
| During the discussion, please honor other contributors and be prepared to contribute yourself | Use timely feedback |
| Always be respectful and courteous to other students and teachers during class. Inappropriate, offensive or threatening comments will not be tolerated. | Be respectful and courteous and try to answer questions in a timely manner |
| Be professional! | Be professional! |

1. **COURSE REQUIREMENTS:** *A good rule of thumb is for every hour we spend in class, we will take one-two hours outside of class.*
2. TECHNOLOGY: This class will be taught as an in-person class. There will be times when the class will use laptops for assignments. Many assignments require access to Blackboard in order to submit required assignments. The class will also use ***Remind*** as a way to text questions and receive reminders throughout the course.
3. READINGS: This class will use an Open Access Textbook. Students will need to be able to access the text and articles online.
4. ARTICLE CRITIQUES: This requirement involves reading and critiquing **two** articles from professional (Peer-Reviewed) journals pertaining to current topics in the field of education. The articles selected should be at least 5 pages long (a minimum). In order to be current in the field of education, articles should be **less than ten** years old. Specific instructions for formating 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.

1. Philosophy of Education Statement: 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. This is an important piece in an educational portfolio. Some questions this statement might answer are:
   1. Which philosophy/philosophies of education seem most in line with my own beliefs?
   2. Based on my educational philosophy, what do I hope to achieve as a teacher?
   3. What events or people have influenced my beliefs about education?
   4. What will the learning environment of my classroom look like, based on my philosophy?
   5. What historical perspectives also support my philosophical ideas about education? What is current research? What of my personal experiences?
2. ICE BREAKER / COOPERATIVE CHALLENGE: Each student will present a short 5-10 minute ice breaker or cooperative challenge for class engagement. The activity should be new, presented with clear instructions, and engaging. The goal of the activity is to create a classroom community and build connections while providing future teachers with a toolbox of future activities. Please refer to the presentation rubric for more details.

Additional Assignments

* 1. Project Final
  2. Weekly Quizzes
  3. Membership to Educators Rising RSO
  4. Attendance
  5. In Class Reflections and Assignments

THESE ASSIGNMENTS AS LISTED MAY BE ADDED TO OR ALTERED AT THE INSTRUCTOR’S DISCRETION IN ORDER TO MEET THE NEEDS OF THE CLASS

**V: GRADING**

1. Article Critiques: 2 assigned at 35 points each
2. Project Final: 75 points each
3. Philosophy Statement/Portfolio: 100 points
4. Weekly Quizzes: 10 or more at 10 points each
5. In Class Reflection: 8 or more at 10 points each – completed via FlipGrid
6. Class Engagement Activity: 25 points
7. Reflection Paper from the four scheduled video observations: 120 points
8. Completed online documents reflecting on the six flexible hours of observation: 40 points

TOTAL POINTS WILL VARY ACCORDING TO THE NUMBER OF QUIZZES or

Possible Adjustments to the assignments made during the semester 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.

**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.](http://provost.uark.edu/245.php) The APA guidelines for citations can be found online through OWL at: <http://owl.english.purdue.edu/>

1. **INCLEMENT WEATHER**: All classes are canceled when the university is closed. For the university weather policy, please see <http://safety.uark.edu/inclement-weather/>
2. **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).

This course will meet only once a week which means that if you miss a class, it is like missing 2-3 class periods (Tue/Thur or M/W/F class). Active participation in the course is essential and expected. Repeated tardiness could result in a loss of participation points. Students missing more than 3 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](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.

1. **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.

1. **INFORMATION ON THE ADDITIONAL 6 OBSERVATION HOURS**

In addition to the observations in the class, students are required to spend a minimum of six hours in additional observations. These observations are known as “flexible hours” and provide opportunities to observe school settings that may be outside of the traditional classroom. Students are to complete the Flexible Hours Form: https://forms.gle/QAY48CQA8Zbsi7mDA and are to write a two-page reflection summary regarding these additional observations and upload it on the form. 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—they may be face-to-face or virtual. The amount of observation time that can be counted is provided and those that require permission are identified by an “\*”.

Professional Meetings: you may choose one of the following.

1. School Board meeting (Count up to one hour)
2. Faculty meeting \* (Count up to one hour)
3. Teacher In-service \* (Count up to one hour)
4. Other professional meetings with prior approval from your Instructor (count up to one hour)

Additional Class Observations \* (No limit-count actual time spent)

1. Special Education\*
2. English as a Second Language (ESL)\*
3. Gifted and Talented\*
4. Reading Recovery (elementary schools)\*
5. Reading Specialist\*
6. Speech/Hearing Impaired Specialist\*
7. Regular Classrooms\*
8. Head Start or Preschool\* (Elementary, Art, Music, and P.E. Majors only)
9. Lunchroom/playground\*

Extracurricular Activities (all public schools, not college) You may choose up to 2.

1. Athletic practice\* (count up to 2 hours)
2. Music/choir practice\* (count up to 2 hours)
3. Drama practice\* (count up to 2 hours)
4. Athletic contests (limit of 1 and may count up to 2 hours)
5. Performances (Count up to 1 hour for each observed)
6. Special Assemblies\* (Count up to 1 hour)
7. Field Trips\* (Count up to 2 hours)
8. **PROFESSIONALISM**:
9. While observing schools, CIED 1013 students are to engage in professional behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.
10. Please leave your phone in your car, or in your pocket, they should not be out during the observation.
11. All public schools are tobacco-free/drug-free/weapon-free zones---this included all school property, even the parking lot.
12. Please be aware of your language, as we will be with younger audiences.
13. We will specifically go over what professionalism includes in class prior to our first observation.

**CLASS SCHEDULE (Thursday Class)**

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| --- | --- |
| **DATE** | **TOPICS/ASSIGNMENTS** |
| August 25 (1) | Welcome - Intro to Education and the practicum program expectations Introduction to Course – Introduce and review the syllabus.  Assignment:  READ: Chapter 1 Why Teach? |

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|  | COMPLETE: Chapter 1 Quiz  Complete weekly reading and quiz by Wednesday, August 31 by 11:59 pm  via Blackboard |
| September 1  (2) | Topic: What is the Purpose of School?  Discuss school observations and reflection paper.  *Model watching an online lesson*  Assignment:  READ: Chapter 2 What is the Purpose of School? COMPLETE: Chpt 2 Quiz  Complete weekly reading and quiz by Wednesday, September 7 by 11:59 pm via Blackboard. |
| September 8  (3) | Topic: Who are Today’s Students? Participate in Case Scenarios  Assignment:  READ: Chapter 3: Who are today’s students?  COMPLETE: Chpt 3 Quiz by Wednesday, September 14 by 11:59 pm via  Blackboard |
| September 15  (4) | **1st observation at Lakeside Junior High**  Assignment:  Complete school visit reflection paper and notes by September 21 by 11:59 pm via Blackboard. |
| September 22  (5) | Topic: Reflect on school observation. Discuss the needs of today’s students.  Review Observation guidelines.  Assignment:  READ: Chapter 4: How do social issues affect students? COMPLETE: Chapter 4 Quiz  Complete weekly reading and quiz by Wednesday, September 28 by  11:59 pm via Blackboard. |
| September 29  (6) | **2nd Observation at Lakeside Junior High**  Assignment:  READ: Chapter 5: What is an Educational Philosophy  COMPLETE: Chapter 5 Quiz by Wednesday, October 5 by 11:59 pm via Blackboard.  Complete video reflection paper and notes by Wednesday, October 6 by  11:59 pm via Blackboard. |

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| October 6 (7) | Topic: Philosophies of Education  Discuss article critiques and expectations  Assignment:  READ: Chapters 6: Excellence or Equity…Which is More Important? COMPLETE: Quiz, Chapter 6 by Wednesday, October 12 by 11:59 pm via Blackboard |
| October 13 (8) | Topic: Excellence or Equity in Education  READ: Chapter 7: What are the Ethical and Legal Issues in Schools? COMPLETE: EdPuzzle Quiz, Chapter 7 by Wednesday, October 19 by 11:59 pm via Blackboard  Complete article critique #1 by Wednesday, October 26 by 11:59 pm via  Blackboard. |
| October 20 (9) | Topic: Ethical and Legal Issues in Schools Professional Learning Communities Format  Assignment:  READ: Chapter 8: What is Taught?  COMPLETE: Quiz, Chapter 8 by Wednesday, October 26 by 11:59 pm via  Blackboard |
| October 27  (10) | **3rd observation at Jim Rollins School of Innovation**  Assignment:  Complete school visit reflection paper and notes by November 2 by 11:59  pm via Blackboard. |
| November 3  (11) | **4th observation at Jim Rollins School of Innovation**  Assignment:  COMPLETE: Complete school visit reflection paper and notes by  November 9 by 11:59pm via Blackboard. |
| November 10  (12) | Topic: What is Taught?  Assignment:  READ: Chapter 10: What Makes an Effective Teacher?  COMPLETE: Chapter 10 Quiz by Wednesday, November 16 by 11:59 pm via Blackboard  *\*Bring “Effective Teacher” bag to class.* |
| November 17  (13) | Topic: What is an effective teacher?  Assignment:  READ: Chapter 9: What is a positive classroom environment?  COMPLETE: Chapter 9 quiz by Wednesday, November 30 by 11:59 pm via Blackboard  Complete Article Critique #2 by Wednesday, November 30 by 11:59 pm  via Blackboard |

|  |  |
| --- | --- |
| November 24  (14) | **Thanksgiving Break** |
| December 1  (15) | Topic: What is a positive classroom environment?  Assignment:  READ: Chapter 11: What can a new teacher expect?  Submit all flex hour documentation and reflection by December 7 by 11:59 pm via Blackboard.  Complete the Philosophy paper by December 7 by 11:59 pm via  Blackboard. |
| December 8  (16)  Flex Hours Due | Topic: The New Teacher Topic: Educational Reform  Assignment:  Final Project is due by December 15 by 10:00 am via Blackboard. |
| **December 15** | **Final Project Due – FINALS December 15 by 10:00am** |

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**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education

**Course Number and Title:** CATE 31003: Introduction to Professionalism

Meets: Tuesday and Thursday, 11:00-12:15

Old Main, Room 208

**Office Hours:**

**Instructor:** Dr. Sheri Deaton Monday: By appointment

313 Peabody Hall Tuesday: By appointment

[sddeato@uark.edu](mailto:sddeato@uark.edu) Wednesday: By appointment

479-575-2581 Thursday: By appointment

Friday: By appointment

**Textbooks and/or Supplementary Materials**

**Required text:** Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.* Second Edition. ASCD. 9781416605171

*Dr. Deaton has copies of this book if you want to check it out and return it at the end of the semester.*

**Course Description/Justification**

**Catalog Description:** Studying the status of career and technical education, developing professional concepts and career and technical organizations.

**Relationship to Knowledge Base:** This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis Core assessments with special emphasis given to the following standards:

**InTASC Standard 2: Learning Differences**. The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**InTASC Standard 3: Learning Environments**. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**InTASC Standard 4: Content Knowledge**. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

**InTASC Standard 5: Application of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

**InTASC Standard 6: Assessment**. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher’s and learner’s decision-making.

**InTASC Standard 7: Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**InTASC Standard 8: Instructional Strategies**. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**InTASC Standard 9: Professional Learning and Ethical Practice**. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**InTASC Standard 10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Goals and Objectives**

**Goals**: This course is designed to provide a comprehensive overview of career and technical education programs and teacher professionalism. The specific goal of this course is to provide a comprehensive overview of career and technical education programs and teacher professionalism.

**Objectives**: By completing the assignments and/or tasks of this course, each candidate will:

1. Identify characteristics of professional educators.
2. Describe the goals of career and technical education at the secondary and postsecondary levels.
3. Describe the roles and responsibilities of career and technical education teachers, especially understanding the role of teachers and schools as educational leaders in the greater community.
4. Examine issues related to educational reform and standards while understanding the implications of major legislation and court decisions relating to students and teachers.
5. Understand differences in school organizational plans and governance.
6. Choose acceptable ways to work effectively with youth and adults by becoming aware of school support personnel who assist students, teachers, and families.
7. Recognize cultural differences in learners.
8. Choose acceptable ways to work effectively and develop collaborative relationships with parents and clients.
9. Choose acceptable ways to work effectively and develop collaborative relationships with colleagues and administrators.
10. Experience ways to work effectively as a team member.
11. Participate in professional organizations while understanding the implications of research, views, ideas, and debates on teaching practices and being aware of a variety of professional development practices and resources.
12. Understand the purpose and operation of career and technical student organizations.
13. Present a professional portfolio while recognizing the role of reflective practice for professional growth.

**Content Outline:**

* Characteristics of professional educators
* Educational reform and standards: major legislation and court decisions impacting American education and Career and Technical Education
* Aspiring Teacher: Expectations for today’s teachers
* Diversity and Inclusion: Recognizing, appreciating, and embracing diverse learners
* Hot Topics in Education
* Arkansas Code of Ethics and mandated reporter training
* Social media/Branding
* Career and technical education student organizations (CTSOs)
* Substance abuse and misuse: warning signs/how to help students and families
* School organizational plan and governance: educational standards
* Working with students, colleagues, support personnel, parents, and clients
* National Board Certification
* Professional organizations
* Working as a member of an educational team
* Career Success: resume, cover letter, interviews; career fair
* Professional portfolio: reflection and growth

**Evaluation Policies**

Grades for the course will be based on successfully completing all required assignments.  
Grades will be assigned using the scale below:

A = 93% - 100% Outstanding achievement, given to a relatively small number of excellent scholars

B = 82% - 92% Good achievement

C = 70% - 81% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

**Assignments/Tasks:**

Grades for each student will be based on the successful completion of all weekly assignments.

* Determine the characteristics and goals of professional educators
* Research how to obtain a teaching license
* Reflect on personal philosophy of education
* Analyze educational reform and standards
* Research the Arkansas Code of Ethics for educators
* Evaluate and implement Aspiring Teacher framework
* Research “hot topics” and current practice
* Investigate resources for individuals suffering from substance abuse
* Explore diversity and appropriate accommodations
* Research Career and Technical Student Organizations (CTSOs)
* Establish and reflect on personal code of ethics and philosophy of professionalism
* Observe and collaborate with a mentor teacher
* Develop a professional portfolio
* Investigate national board certification

**Assignments/Tasks Aligned with General Education Learning Outcomes**

**Hot Topics in Education (Learning Outcome 3.2):** To better articulate the changes occurring in society today, each learner will be responsible for investigating a “hot topic” related to education. Candidates will analyze texts and other artifacts through the lens of educational reform and trends related to education today. Candidates will produce an essay and presentation about their specific topic after carefully analyzing and interpreting texts from various historical, intellectual, and cultural contexts. After completing this assignment and listening to classmates present their perspectives, candidates will be able to articulate vital concepts of aesthetic, humane, and ethical sensibilities.

**Diversity (Learning Outcome 4.1):** All teacher candidates will complete training related to diversity design to assist them as they examine and interpret an intercultural experience from both one’s own and another’s worldview. Candidates will identify and participate in cultural differences in verbal and nonverbal communication, examining their impact in the classroom. Additionally, candidates will articulate the essential tenets of a cultural worldview other than one’s own through analysis of its components as they explore diverse cultures and consider best teaching practices for reaching all learners. Upon completion of this discussion and assignment, all students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts.

**History of American Education (Learning Outcome 4.2):** Teacher candidates will conduct research on the history of American education as they seek to uncover more about the history of the evolution of teaching. Candidates will identify and describe examples of historical and present-day issues related to diversity and inclusion in the United States. They will explain the historical and contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, citing legal, political, and social changes that have occurred over time. Candidates will work together to research this topic, create a presentation, and teach this topic to their peers. Special emphasis will be given to describing the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion in the classroom. Upon reaching this goal, teacher candidates will have developed familiarity with concepts of diversity in the United States and their impacts in the classroom.

**Code of Ethics for Educators (Learning Outcome 5.1):** After unpacking the Arkansas Code of Ethics for Educators, teacher candidates will engage in a debate designed to showcase candidates’ abilities to explain and contrast competing ethical theories related to teacher practice, articulating at least one principle for ethical decision making. Candidates will use principles of critical thinking or ethical reasoning to analyze scenarios presented and respond (orally and/or in writing) to the moral dilemmas faced by educators. Additionally, candidates will use their critical thinking and ethical reasoning to construct rational and moral arguments (orally and/or in writing) to defend their perspectives. Upon completion of this activity, candidates will be able to demonstrate essential principles of critical thinking and ethical reasoning as they apply them to the evaluation and construction of rational moral arguments.

**Student Activities and Experiences**

**Academic Contingency Plan:** In the event of an extended campus closure, the continuity plan for this course includes the following: We will utilize our Blackboard course as the portal for the delivery of course materials and UARK email for communications. Please check both areas immediately for guidance and directions from your instructor. In this class, our official mode of communication is through uark.edu email. 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. Dr. Deaton’s email is [sddeato@uark.edu](mailto:sddeato@uark.edu).

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy 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 Integrity Policy. Academic dishonesty involves acts, which 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 student 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 on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person’s work. All assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

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.

If the instructor makes recordings, they will be available to students through Blackboard. These recordings may be used by students ONLY for 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 private 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.

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.

**Accommodations:** Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is 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. Candidates with disabilities should notify their course instructors of their need for reasonable accommodation promptly 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.

**Inclement Weather:** For information regarding whether the university is closed, or an inclement weather day is declared, use the following sources:

* See the inclement weather website at: http://emergency.uark.edu/17098.php
* Call 479-575-7000 or 575-2000 for recorded announcements about closings.
* Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your e-mail.

**Professional Dispositions:** While we recognize the circumstances and situations for learners may vary, we also understand the importance of keeping students engaged in learning at this time. Attendance is expected for all classes. **If you are going to be absent, it is your responsibility to communicate with the instructor.** This course is reserved for teacher candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. **Students’ overall grades will be affected after two absences.**

All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per the instructor’s evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful 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. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluations of each member of the course will occur throughout the semester. This “constructive criticism” is meant to help each other improve and gain the teaching skills necessary to be effective teachers.

**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.

**Technology:** All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their professional practice. If you have made it to the end of this syllabus, please email me a picture of your favorite animal and include in the subject line of the email the phrase “syllabus easter egg”. 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.

**Tentative Weekly Outline:** The following is a *tentative* outline of weekly topics and concepts we will uncover this semester. See Blackboard for a list of assignments with due dates and point allocations.

|  |  |
| --- | --- |
| **Week** | **Topic/Concepts** |
| Week 1 | Welcome to class! Digital notebook exploration, All About Me, Professionalism dos and don’ts, Educator Disposition Assessment (EDA), and Who am I presentations |
| Week 2 | History of Career and Technical Education, EDA, Candidate Support System, Chapter 1: Domains 1-4 overview of Aspiring Teacher model |
| Week 3 | Chapter 3: Aspiring Teacher Domains 1, 2, 3 & 4, Themes and levels of Proficiency |
| Week 4 | Student presentations: Aspiring Teacher Domains 1-4 |
| Week 5 | Aspiring Teacher: Highly effective or Effective; Social Media, Resumes, Branding, and Arkansas Code of Ethics for teachers |
| Week 6 | Career and Technical Student Organizations (CTSOs), Professionalism: Advocacy; What is Poverty? |
| Week 7 | Diversity & Equity, how to reach diverse learners including ESL, IEP, and 504 vocabulary High-Level Practices for Educators; Student presentations over CTSOs |
| Week 8 | Hot Topic Presentations and Professional Resources |
| Week 9 | Fall Break (Tuesday), Career Fair Tips and Tricks, Mock interviews, Resume revivals |
| Week 10 | Resume revivals (continued), Professional communication: Classroom newsletter, substitute notebook; Theorists investigation |
| Week 11 | Theorist presentations; Child abuse and neglect |
| Week 12 | National Board Standards for Educators |
| Week 13 | Specific training: active killer, micro-credentials, or funding; Philosophy of Professionalism presentations |
| Week 14 | Specific training: active killer, micro-credentials or funding, Funds of Knowledge, or Intercultural Development |
| Week 15 | Mandated reporter training, Thanksgiving break (Thursday) |
| Week 16 | Recap/Review, Portfolio Presentations |
| Week 17 | Finals Week |

**University of Arkansas, College of Education and Health Professions**

**Department of Curriculum and Instruction**

**I. Program Affiliation: Special Education**

**Course Number and Title:** CIED 30203 - 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](https://catalog.uark.edu/search/?P=CIED%201013), or [MUED 2012](https://catalog.uark.edu/search/?P=MUED%202012), or [AGED 1123](https://catalog.uark.edu/search/?P=AGED%201123), or [PSYC 2003](https://catalog.uark.edu/search/?P=PSYC%202003).

**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](https://exceptionalchildren.org/standards/initial-special-education-preparation-standards) and the [High Leverage Practices](https://highleveragepractices.org/).

* Explain the law and regulations governing the provisions of educational services to individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 2, 5, 6)
* Determine role and responsibility in the development and implementation of educational programs for students with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3, 4, 5, & 6))
* Describe the categories of exceptionality. (CEC Initial Preparation Standard 1; HLP 4)
* Describe the learning and behavior characteristics of individuals with exceptionalities. (CEC Initial Preparation Standard 1; HLP 4)
* Explain examples of appropriate instructional and environmental interventions and/or modifications across exceptionalities. (CEC Initial Preparation Standard 2 & 5; HLP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22)
* Identify barriers to providing educational services to individuals with exceptionalities of varying ages, cultures, and diverse backgrounds. (CEC Initial Preparation Standard 1, 4, & 5; HLP 1, 3, 4, 5, 6, 10, 11, 12, 13, 20)
* Describe appropriate use of technology for individuals with exceptionalities.  (CEC Initial Preparation Standard 5; HLP 19)
* Examine personal beliefs and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6 & 7)
* 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; HLP 1, 2, 3 )

**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](http://libinfo.uark.edu/) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
* **myCoursEval** 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.](https://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/)

**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.**

**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](http://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](http://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.

**Syllabus: Classroom Learning Theory (CIED 30303 & 30303H ) Fall 2023**

Course Information

Course: Classroom Learning Theory (CIED 30303-003 *and* 30303H-001)

Day/Time/Location *Sec 003:* Monday, Wednesday, & Friday 8:35-9:25

Peabody Hall 0206 (PEAH 206)

Sec. 001: Tuesday/Thursday 11:00-12:15

Peabody Hall 0127 (PEAH 127)

Instructor Information

Professor: Peggy Ward, PhD (*she/her*) Contact Information: Email: [pdward@uark.edu](mailto:pdward@uark.edu) Office Hours & Location: By Appointment

Office: UAteach (UTCH) 946 W. Clinton Dr.

**Course Description and Requirements**

**Textbook & Readings**

*Recommended Textbooks:*

* Woolfolk, A. (2013) *Educational psychology* (14th ed). Boston: Pearson.
* \*National Research Council. 2000. [*How People Learn: Brain, Mind, Experience, and*](https://nap.nationalacademies.org/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition)[*School: Expanded Edition*](https://nap.nationalacademies.org/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition). Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>.
* \*National Research Council. (2018). [*How people learn II: Learners, contexts, and*](https://nap.nationalacademies.org/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures)[*cultures*](https://nap.nationalacademies.org/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures). The National Academy Press. <https://doi.org/10.17226/24783>[.](https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures)
* Additional readings (i.e. articles, websites, etc.) will be made accessible through Blackboard.

\*The NRC textbooks listed above are available for free on the [National Academies Press](https://www.nap.edu/topic/) website.

**Course Management Software**

* *Blackboard* provides the home base for this course. Course documents will be provided there.
* *Google Drive*. Create your own Google Drive account to be able to create and share Google documents with your instructor and peers. *If you are not already using Google Drive, contact me early, so I can help you learn to use Google documents. It isn’t hard, but it does have a learning curve. It will be worth the trouble.*

**Course Description**

A survey of major theories of human development and learning with special emphasis on implications for the educational setting. This is a core course for several educational licensure/degree programs.

It is designed to introduce the preservice teacher to the learner, learning process, and subsequent implications for teaching learners more effectively. Developmental and learning theories, their cultural

and sociopolitical influences, and the implications of these theories and their influences for education are explored. Students will also discover that effective teaching practices are guided by theories of how people learn. FYI, *you will also learn a ton about yourself, and your effective/ineffective study habits, and how to make learning more accessible for everyone! Y’all, I love this stuff, and believe you will too!*

**Course Objectives**

At the conclusion of this course, students will have demonstrated knowledge of and abilities to do the following:

* Compare and contrast different theoretical positions on teaching and learning
* Describe contemporary learners along a continuum of characteristics (e.g. socioeconomic status, ethnicity, language, gender, ability levels, etc) and discuss the implications of these characteristics for teaching and learning.
* Identify the diverse factors (social and emotional, cultural, contextual, biological, physical, familial, etc) that affect learning, and discuss the implications of these factors on educational practices.
* Recognize and articulate how personal philosophies and preferences for learning influence educational practices.
* Apply research to inform development as learners and instructional designers.
* Articulate various standards for knowing and understanding content, and articulate the implications of these standards for assessment.
* Reflect on and relate classroom observations with theoretical concepts discussed in class.
* Demonstrate awareness of the [Foundations of Reading Competencie](https://drive.google.com/file/d/17aO2cgQPUDb6QCujmNx2E8-8WU1DH-FY/view)s
* *Overall, you should be very thoughtful about and be able to justify your beliefs about learning using things we learn in this course. You will be proud of what you learn this semester!)*

**Honors’ Addendum (CIED 3033H): Honors Classroom Learning Theory Research Project**

Students enrolled in the Honors section of Classroom Learning Theory are responsible for completing a research project and presenting their findings to the class. See the [Honors Addendum to CIED](https://docs.google.com/document/d/1mJ96G8yUjDghvRonnGorYWdwLZKhOXVqvzKHccnSGQE/edit?usp=sharing) [3033H](https://docs.google.com/document/d/1mJ96G8yUjDghvRonnGorYWdwLZKhOXVqvzKHccnSGQE/edit?usp=sharing) for more details including deadlines.

**Instructional Methods & Independent Work**

A social constructivist approach to teaching and learning is employed in this class so students develop their own meaning and knowledge structures through experiences and interactions with others. *(Don’t worry! You will learn a lot about what social constructivism means in this class.)* This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle, high school, as college students, and analyzing activities and resources as prospective teachers. *Please talk a lot in this class to make it more fun and engaging! Ask questions to me and to your peers. Try things; challenge yourself; get out of your comfort zone; grow! If you make a mistake, good for you because you are learning! Also… because I love learning so much, I will make more mistakes than you do in this class!*

Work Outside of Class: As per [academic policy 400.40](https://provost.uark.edu/policies/120040.php), *the average student is expected to prepare for each class by engaging in a minimum of two hours of out-of-class work per week for each credit*

*hour earned.* (See what successful students do [#11](https://ecampusontario.pressbooks.pub/studyprocaff/part/successful-students-learn-independently/).) For this three hour course, students are expected to devote approximately *6* hours per week outside of class to do the following:

* Complete individual and group assignments.
* Read, analyze, and reflect thoughtfully on assigned readings
* Actively engage with your peers on the discussion board.
* Complete assigned hours of formal observations in an assigned local school (See the *Field Experiences and Reflections,* under the *Assignment Descriptions* section below, for more details about this requirement.)
* Be reflective and thoughtful observers and learners by writing observation reflections
* [Utilize active learning/ study strategies](https://www.cgs.pitt.edu/why-cgs/mccarl-center/academic-success-resources/active-study-strategies) that work

*Just a Note: I was a single mom in my college days, and life was tough at times. Communicate your needs and stresses to me. I will understand. You might feel better just knowing that I get it! Besides, I can probably help you problem-solve, and I can give you deadline extensions too if you need them.*

*See…I told you I could help!*

**Course Grades, Assignment Information, and the Semester Calendar**

This course has been designed to encourage the development of advanced instructional techniques relevant to actual classroom instruction and planning. Most assignments are designed to translate directly to the classroom teaching and learning. Larger projects in the course that will require more indepth time commitment and group work will be announced in advance. Details for these projects will be provided on separate documents.

**Grades**

Course grades are determined by students’ active participation in class as well as by their scores on individual assignments. A brief overview of course assignments and corresponding grade value are on the table below, and their descriptions are below that. *Hey, if I do my job well, so will you as long as you do the things and ask for help when you need it ( See what successful students do* [*#5*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-ask-for-help/) *). I want to see you succeed! I mean it! You got this!*

|  |  |
| --- | --- |
| **Assignments** | **% Value** |
| **Weekly Learning Activities**   * *Class participation and active engagement* during class discussions, collaborative learning activities, exit slips, etc.   Note: Graded activities missed during class will not be recreated and can not be made up. | 30 |
| * *Homework & Discussion Board Reflections* (i.e. article readings, quality engagement on the course discussion board, presentations, and etc.) | 20 |
| **Field Experiences:** Observations and Reflections (8)  (See the [Field Experiences Observations & Reflections](https://docs.google.com/document/d/14DYvT83JqyMuPBn8Ev3kZyUpWc29Z-ZsXwJYX8qtxu8/edit?usp=sharing) Guidelines & Policies) | 20 |
| **Theory Enactment Assignment**   * [Theory Enactment Assignment (i.e. Create and teach a miini-lesson)](https://docs.google.com/document/d/1g_-vS_YVtoKYpKREYzH31IX4dzbVlJUhOp29Yj0fRMY/edit?usp=sharing)- This assignment includes multiple assignments with scaffolded due dates. | 15 |

|  |  |
| --- | --- |
| **Tests & Weekly Quizzes** (announced) | 15 |
| **Total** | **100%** |

*Grading Scale.*This course will align with the following grading scale based on total percentage:

**A**: 90-100; **B**: 80-89; **C**: 70-79; **D**: 60-69; **F**: <60

**Assignment Due Dates and Submission Guidelines**

*Due Dates & Late Work Policy:* Official due dates are located in the *Submit Assignments* folders on Blackboard. Unless otherwise stated, assignments are due by 10:00 p.m. on Saturday evenings.

Late assignments may lose 10% of their value per week. No assignments will be accepted more than two weeks after the due date (unless prior instructor approval has been given and documented in email correspondence.) If you have extenuating circumstances, *email* me in advance of the due date to (a) request an extension, and (b) specify a reasonable new date when you will submit the assignment. *BTW, extenuating circumstances could be a lot of things. Just ask if you need more time.* Deadline extensions are at the discretion of your instructor on an individual basis.

*Assignment Submission Guidelines & Technology Issues:* Unless otherwise stated, most of your assignments should be uploaded to Blackboard via a Word document (.docx). If a deadline is approaching, and you are struggling with the technology submission requirements, to avoid late point deductions, email the completed assignment to your instructor before the deadline. Get help from your instructor and then upload the document to Blackboard for full credit the next day.

*Discussion Board & Blackboard Reminders:* Blackboard sends reminders about pending due dates. However, the Discussion Board assignments are unique because they usually have staggered due dates (original posting and responses to your peers). I will set it up to remind you about the original posting deadline, but you will have to manage subsequent deadlines regarding your responses to your peers.

**Assignment Descriptions**

Specific details regarding individual assignments and official due dates will be posted on Blackboard *Weekly Agenda* and the *Submit Assignments* tab on the navigation bar. A brief overview of each category of assignment follows:

1. Weekly Learning Activities:
   * *In-Class Participation.* Face to face attendance (f2f) and active participation during class are foundational to motivation, learning, and developing more informed ideas in the contexts of multiple perspectives. Consistent attendance and active engagement (via class discussions, taking notes, readings, homework, individual and group projects, asking questions for clarification and curiosity, etc.) is expected and an important component to a course designed to help you develop into a teaching professional.

Students will also collaborate on multiple brief in-class projects, which may be assessed for credit.

* + **Most graded assignments given during class time can not be made up later.**

*Remember that word mentioned earlier in the instructional methods section above:*

*“Social constructivist” Well, it applies here! Valuable learning happens right here in the classroom as you interact with others, and it can’t always be measured by an assignment. So be present, participate, and ask questions of one another and from me. It will be worth your time, and you will be glad you did!*

* + *Homework Assignments:* In addition to active classroom engagement, students will also be required to complete multiple homework assignments independently. These assignments will be in the form of article readings, discussion board assignments, and preparation for class presentations.

1. Field Experiences and Reflections: This course is designed to introduce you to the learner and the learning process both theoretically and practically as it takes place in the classroom. You will be assigned to a specific local school campus where you will observe in at least 8 different classrooms to see how theories of learning are applied in a classroom setting. Written reflections must connect ideas discussed during class and reflect an explicit focus on the learning process, the classroom environment, and the interactions among the students, teachers, and learning materials. Your instructor will provide specific reflection prompts to guide your observations and written reflection. *This is where we connect theory to practice. When you observe in other classrooms, you will look specifically for the things we talk about in class. It really is kind of cool!*

Clear articulation, support and analysis of ideas (personal and theoretical) are required. Quality writing is integral to this process. Observe proper English, grammatical, and mechanical rules of writing. If you struggle with writing, there is help available at the University’s [Student Success Center](https://success.uark.edu/). Also communicate with your instructor and ask for help from her as well. *Be sure and read my feedback on your reflections so you can improve on future iterations of them.*

*Note: Field Experiences are a substantive part of your grade. You will need to manage your schedule throughout the semester in order to fit these in. (See what successful students do* [*#2*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-take-responsibility/)*.) If this is a specific struggle for you, let me know so we can be creative and think about diversifying your options. Talk to me about this if it becomes an issue.*

1. Theory Enactment Assignment: At the end of the semester, you will design and teach a mini- lesson that intentionally and explicitly incorporates multiple components of the major theories we discuss in class. This project has scaffolded due dates. More information about this assignment will be provided on Blackboard. *This will be an engaging project for you!*
2. Tests & Quizzes: Although the majority of class assignments are projects and performance type assessments, there will be at least two major tests and weekly quizzes pertaining to course content, including lectures and readings. Students are encouraged to review lecture and reading notes prior to class each day.

**Semester Schedule**

The [semester schedule](https://docs.google.com/document/d/1yx-4x7CbNzBzBpV3fmMmXRJXhIaIUDtpa9vDOFFe5Io/edit?usp=sharing) is a tentative guideline of topics, assigned textbook readings, and major assignment due dates.However it is a *tentative* guide because it will change frequently depending on how much time we spend on specific topics. Check back frequently for updates. *The* ***weekly agenda***

**on Blackboard is the official schedule for daily learning events, assignments and due dates.**

The semester schedule is posted on Blackboard, and is accessible from the navigation bar.

**Course Policies and Expectations**

*Attendance:* Consistent f2f attendance and active engagement is expected. Although class materials and information will be posted on Blackboard, you are also responsible for communication and information presented during class time that may not be available on Blackboard. Additionally, multiple graded assignments will be given during class time and can not be made up. **Students must be in f2f attendance a minimum of 60% of the time in order to earn at least a C average or better.** *Remember, most of the learning happens in the classroom during class discussions. (See what successful students do* [*#4*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-go-to-class/)*)*

*Virtual Attendance:* Virtual attendance is only an option due to extenuating circumstances, which must be communicated to your instructor 24 hours in advance of class time. When attending virtually, t**o be counted as present, students must actively participate orally and/or via the Chat box throughout the lesson without any direct instructor prompting. (Note: Just being logged does not count as attendance.)** It is the student’s responsibility to ask for instructor clarification during class or immediately afterward as needed.

*Absence Policy:* If you are absent for *any* reason, you are responsible for missed course content and meeting deadlines. Check the Blackboard *Weekly Agenda* folder for information; ask your peers to update you on missed information, and feel free to contact your instructor as well. Unannounced quizzes and interactive assignments given during class time will not be recreated, and can not be made up.

*Class Cancellation Policy*. In the event class is canceled due to an unexpected emergency, your instructor will send an email and a notification to the Remind 101 app. All students are expected to sign up for these notifications via the link posted on the Announcements on Blackboard. Students are also expected to check Blackboard for further instructions regarding required homework assignments to ensure learning continuity.

If the University closes due to inclement weather, this class may be taught via synchronous distance (virtual) instruction at the instructor’s discretion. If so, you will receive email notifications. Students should attend virtually if possible. T**o be counted as present, students must actively participate throughout class orally and/or via the Chatbox. (Note: Just being logged does not count as attendance.)** Instruction will be recorded and made available to students who do not have virtual access during the inclement weather event. Any assignments missed due to a mandated virtual class meeting can be made up without penalty as long as it is submitted within the specified due date as stated on Blackboard. Your instructor will provide more guidance as appropriate. (See the University’s Inclement Weather policy at the bottom of this document.)

*Instructional Technology.* All students are encouraged to bring a laptop to class to access course documents. Students may check out laptops and other *IT* equipment via [Information Technology](https://its.uark.edu/services.php#campus-it-resources) [Services](https://its.uark.edu/services.php#campus-it-resources). As with all teacher preparation coursework, candidates are expected to demonstrate technological competence in this course (i.e. Google applications) and other web-based applications. Google Drive will be used a lot to share and submit documents and assignments. You are

encouraged to create your own Google Drive account and create a folder specific for this class. When sharing Google documents with your instructor, always *share* your documents with the instructor so that “anyone on the Internet with this link can edit.” Also download a Word copy of your Google documents before uploading them to Blackboard and submitting them for credit. Students who struggle with using technological applications should contact [IT Services](https://its.uark.edu/communication-collaboration/file-storage/) and/or contact your instructor for additional help.

*Professional Dispositions:* At all times students are expected to demonstrate professional and appropriate dispositions considered essential to effective teachers. (See [Educator Disposition](https://docs.google.com/document/d/125V7roMYrsfUkCW6bX0eOnt2wWz9HAo3GvWPCY17O2s/edit?usp=sharing) [Assessment)](https://docs.google.com/document/d/125V7roMYrsfUkCW6bX0eOnt2wWz9HAo3GvWPCY17O2s/edit?usp=sharing). Should students fail to demonstrate these dispositions appropriately, your instructor reserves the right to contact your program coordinator and/or your advisor to elicit additional support.

*Diversity, Equity, and Inclusion (DEI).* Students of all diverse backgrounds are welcome in this course. Unique perspectives enrich the learning community. This course will address diversity considerations in the curriculum and for student engagement along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, socio-economic class, age, religion, and disability. In this course, we will have multiple opportunities to explore challenging issues and increase our understanding of different perspectives. (See what successful students do [#3](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-embrace-a-diverse-community/)). ) Although sometimes we will make mistakes in our speaking and our listening, always we will demonstrate mutual respect for one another, whatever our backgrounds, experiences or positions.

*Mental Health Concerns*: I greatly value your learning experiences in this course and in life as well. College and life is stressful for everyone.Stress and other distractions can impede learning, but sometimes you may have anxiety and stresses that are beyond your capability to manage well without some outside support to help you. If you are experiencing such issues, please do not hesitate to come see me. I will listen, and we will discuss how I can support you better. (See what successful students do [#9](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/success-students-practice-mental-wellness/)). Plus, there are other resources on campus that we can talk about:

* [Counseling and Psychological Services (CAPS)](https://health.uark.edu/mental-health/index.php)
* [Hogs for Mental Health](https://mentalhealth.uark.edu/)

*Syllabus Revision Policy:* Should any changes to this syllabus be necessary or desirable, updates will be posted communicated with appropriate advance notice in class, by email, or via the Announcements on Blackboard.

**University-Wide Policies and Resources**

*Academic Support:* 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. Faculty are encouraged to be familiar with these programs and to assist students with finding and using the support services that will help them be successful.<http://www.uark.edu/academics/academic-support.php>

*Special Needs:* Your experience in this class is important to me. *University of Arkansas* [*Academic*](https://provost.uark.edu/policies/152010.php)[*Policy Series 1520.10*](https://provost.uark.edu/policies/152010.php) *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*](mailto:ada@uark.edu) *or visit* [*cea.uark.edu.*](https://cea.uark.edu/)

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*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/*](http://provost.uark.edu/)*. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.*

*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/>.

*University Inclement Weather:* Should the University officially cancel classes because of inclement weather, this class is also canceled. Campus closure will not affect assignment due dates.

For information regarding whether the university is closed for any reason use the following sources:

* Check the University’ website (uark.edu) for up-to-date closure information.
* Call 479-575-7000 or university switchboard at 575-2000 for recorded announcements about closings
* Check the NWA Online News for current closings: [http://www.nwaonline.com](http://www.nwaonline.com/)
* If you haven’t already done so, you need to sign up for the university’s RazALERT Emergency Notification System on your [RazALERT website](https://safety.uark.edu/emergency-preparedness/emergency-notification-system/).

If there is inclement weather but the University remains open, students are expected to also be in attendance. However, students who live off campus are expected to exercise their personal judgment and common sense regarding their personal safety under the circumstances and weather conditions. Email your instructor and let her know the situation. Also be sure and check your email for information from the University and your Remind 101 notifications regarding emergent situations.

When campus is closed due to inclement weather, on-campus classes will not meet in person, but classes may continue virtually using video conference software like Microsoft Teams or Zoom. (For more details, see the University’s [On-Campus Class Cancellation Due to Inclement Weather](https://safety.uark.edu/inclement-weather/) policy)

*Violence/Active Shooter:*

* **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.



**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation: Career and Technical Education**

**Course Number and Title:** CATE 40303: Assessment and Program Evaluation

Meets: Tuesday and Thursday, 12:30-1:45 in Graduate Education, Room 239

**Instructor:** Dr. Sheri Deaton

313 Peabody Hall

[sddeato@uark.edu](mailto:sddeato@uark.edu)

479-575-2581

**Textbooks and/or Supplementary Materials**

**Required Text:** Popham, W.J. (2020). *Classroom Assessment: What Teachers Need to Know*, 9th edition. Boston: Pearson.

**Catalog Description:** An introduction to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations. (Typically offered: Fall)

**Learning Goals:** This course is intended to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations. The specific goal of this course is to familiarize students with classroom assessment and design, student competency testing, and guidelines for state program evaluations.

**Objectives:**  By the end of the semester, students will possess the following behaviors and competencies. (*Aligned with Aspiring Teacher standards, Arkansas Teaching Standards (ATS), and InTASC National Standards for Teachers (InTASC Standards).* By completing the assignments and/or tasks of this course, each candidate will:

1. Understand the role and purpose of formal and informal assessment in informing the instructional process *(ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g; InTASC Standard 2; Aspiring Teacher standards 1a, 1b)*
2. Understand the distinctions among the different types of assessment *(ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g; Aspiring Teacher standards 1f)*
3. Know how to create and select an appropriate assessment format to meet instructional objectives for all learners *(ATS 1f, 1g, 2a, 2e, 2h, 2m, 2o, 4k, 4m, 6b, 6g, 6h, 6u, 7a, 7b, 7j, 7k, 7n, 8a; InTASC Standards 3, 5, 8; Aspiring Teacher standards 1c, 1d, 1e)*
4. Know how to select from a variety of assessment tools to evaluate student performance (*ATS 1b, 1e, 2g, 3e, 4q, 6n, 6t, 7p, 8h, 8i; InTASC Standard 4; Aspiring Teacher standards 1f)*
5. Understand the rationale behind and uses of students’ self and peer assessment (*ATS 2b, 2j, 4f, 6d, 6m, 6s; Aspiring Teacher standards 2b)*
6. Know how to use a variety of assessment formats *(ATS 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; Aspiring Teacher standards 3a, 3b, 3c, 3d, 3e)*
7. Understand the types and purposes of standardized tests *(ATS 4i, 6o, 6p, 9j; Aspiring Teacher standards 4.4)*
8. Understand the distinction between norm-referenced and criterion-referenced scoring *(ATS 1h, 1i, 2f, 4j, 8b)*
9. Understand terminology related to testing and scoring *(ATS 1a, 4c, 4j, 6q, 7g, 7h, 7i, 8j)*
10. Understand the distinction between holistic and analytical scoring *(ATS 4c, 4h)*
11. Know how to interpret assessment results and communicate the meaning of those results to students, parents/caregivers/ and school personnel *(ATS 1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l 7m, 7o, 9c, 9h; InTASC Standard 7)*
12. Understand the role of assessment as it relates to teacher evaluation and professional growth as a novice teacher *(ATS 4p, 4r, 6f, 7q, 9d, 9a, 9i, 9k, 9m, 9n, 9o, 10a; Aspiring Teacher standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4)*

**Assignments/Tasks**

Please see the complete details and instructions for assignments on Blackboard. Grades for each teacher candidate will be based on the successful completion of all weekly assignments.

* **Digital Notebook (DNB)**. We will be using a DNB in this class. Throughout the semester, you will be responsible for documenting your growth and understanding by completing the DNB. The purpose of the DNB is to help you organize your thoughts/notes and to assist you with gathering and organizing resources. See further details on Blackboard. *(ATS 1h, 1i, 1k, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 2n, 2o, 3l, 4i, 4m, 4q, 5g, 6p, 6u, 6v, 7j, 7k, 8a, 8k, 9i, 9j, 10j, 3b, 3c, 3i, 3j, 3p, 4h, 5n, 5o, 5s, 6q, 8j, 8m, 1a, 1b, 1d, 1e, 1f, 1j, 4p, 5a, 5b, 5m, 6s; InTASC Standard 3; Aspiring Teacher standards 2b, 3a, 3b, 3c, 3d; 3e)*
* **BBP #1: What Teachers Need to Know about Assessment.** Teacher candidates will complete research regarding terminology related to testing and scoring. Through creating an in-depth summary of the terminology, teacher candidates will explore the advantages and disadvantages of various assessments and will include ideas for implementation in their classroom. See further details on Blackboard. *(ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g, 6e, 6k, 7c, 7f, 8f, 8g, 2b, 2j, 4f, 6d, 6m, 6s, 1d, 1j, 4g, 8c, 8d, 8e, 4i, 6o, 6p, 9j 1a, 4j, 6q, 7g, 7h, 7i, 8j,1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l 7m, 7o, 9c, 9h; InTASC Standard 2, 6, 7; Aspiring Teacher standards 1a, 1b, 1f, 2b, 3a, 3b, 3c, 3d, 3e, 4.4)*
* **BBP #2: Assessment Critique.** Teacher candidates will find three examples of assessments in their unique discipline and will critique them using the protocol developed in this course. Teacher candidates will use their understanding of terminology to make inferences and judgments on the selected assessments. See further details on Blackboard. *(ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g, 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; Aspiring Teacher standards 1f, 3a, 3b, 3c, 3d, 3e)*
* **BBP #3: Curriculum Map**. Teacher candidates will research current state standards for one class in their area of concentration. They will create a curriculum map for this course, demonstrating their abilities to develop a curriculum that meets the needs of a variety of students using both formative and summative assessments. Additionally, teacher candidates will select one unit of study from this course for which they will develop in-depth lesson plans, pre-assessments, formative assessments, and summative assessments. See further details on Blackboard. *(ATS 1d, 1j, 4g, 8c, 8d, 8e, 1f, 1g, 2a, 2e, 2h, 2m, 2o, 4k, 4m, 6b, 6g, 6h, 6u, 7a, 7b, 7j, 7k, 7n, 8a; InTASC Standard 3, 5, 6, 8; Aspiring Teacher standards 1c, 1d, 1e, 3a, 3b, 3c, 3d, 3e)*
* **BBP #4: Test Prep Analysis.** Teacher candidates will find three examples of test preparation practices in their unique discipline and will critique them using the protocol developed in this course. Teacher candidates will use their understanding of terminology to make inferences and judgments on the selected review strategies. See further details on Blackboard. *(ATS 6a, 6c, 6e, 6k, 7c, 7f, 8f, 8g, 1d, 1j, 4g, 8c, 8d, 8e; InTASC Standard 6; Aspiring Teacher standards 1f, 3a, 3b, 3c, 3d, 3e)*
* **BBP #5: Portfolio.** Throughout the semester, teacher candidates will be developing specific assessments to put in this summative portfolio. Key assessments housed in this assignment include but are not limited to what teachers need to know about assessment summary, curriculum maps for two courses, lesson plans, unit exam example, justification and modification, performance assessment rubric, self-assessment rubric, and peer assessment rubric. See further details on Blackboard. *(ATS 2c, 2l, 4a, 4b, 4d, 4e, 6a, 6c, 6j, 6r, 7d, 9g, 6e, 6k, 7c, 7f, 8f, 8g, 2b, 2j, 4f, 6d, 6m, 6s, 1d, 1j, 4g, 8c, 8d, 8e, 4i, 6o, 6p, 9j 1a, 4j, 6q, 7g, 7h, 7i, 8j,1k, 2k, 3b, 3c, 4c, 4n, 6i, 6l, 6v, 7e, 7l 7m, 7o, 9c, 9h; InTASC Standard 2, 6, 7; Aspiring Teacher standards 1a, 1b, 1f, 2b, 3a, 3b, 3c, 3d, 3e, 4.4)*

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| **Week** | **Topics** |
| Week 1 | Orientation to the course; Laws, Assessment vs. Testing (Chapter 1); What should teachers know  about assessment? |
| Week 2 | Understanding by Design, What to Assess (Chapter 2), and Standardized Tests (Chapter 13) |
| Week 3 | Reliability of Assessments (Chapter 3) and Validity of findings (Chapter 4) |
| Week 4 | Assessment Bias (Chapter 5), modifications for ELLs and students with special needs, Formative assessment vs. Summative (Chapter 12) |
| Week 5 | Developing effective selected response questions (Chapter 6) and how to modify them for students with special needs |
| Week 6 | Developing effective constructed response questions (Chapter 7) and how to modify them for students with special needs |
| Week 7 | Developing effective performance assessments and rubrics (Chapter 8) and how to modify them for students with special needs |
| Week 8 | Developing and using portfolios in the CTE classroom (Chapter 9) and evaluating without bias |
| Week 9 | Fall break and Project-based learning in the Google Classroom |
| Week 10 | Curriculum Mapping: Sequencing learning, developing assessments (both formative and summative); aligning objectives and assignments with standards |
| Week 11 | Educationally defensible and ethical test preparation procedures (Chapter 14) and Formative  assessments that work |
| Week 12 | Assessment-based grading (Chapter 14) and Evaluation of Instruction and PGPs (Chapter 15 and  *Aspiring Teacher standards*) |
| Week 13 | Examination justifications and modifications and resources for CTE teachers |
| Week 14 | Curriculum Mapping and Thanksgiving break |
| Week 15 | Self and peer evaluation, performance assessments and program evaluation |
| Week 16 | Summative Portfolio development and evaluation |

**Tentative Schedule**

Assignment details, point allocations, and deadlines are posted on Blackboard

**Evaluation Policies**

Grades for the course will be based on the successful completion of all required assignments.  
Grades will be assigned using the scale below:

A = 93% - 100% Outstanding achievement, given to a relatively small number of excellent scholars

B = 82% - 92% Good achievement

C = 70% - 81% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

**Student Activities and Experiences**

**Academic Contingency Plan:** In the event of an extended campus closure, the continuity plan for this course includes the following: We will utilize our Blackboard course as the portal for the delivery of course materials and UARK email for communications. Please check both areas immediately for guidance and directions from your instructor. In this class, our official mode of communication is through uark.edu email. Students are responsible for checking their UARK accounts regularly. All communication between teacher candidates and instructors and between students and students should be respectful and professional. Dr. Deaton’s email is [sddeato@uark.edu](mailto:sddeato@uark.edu).

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, students must be aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which 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 student 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 on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person’s work. All assignments must be original and completed individually. All citations must be documented using the most recent edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

Many websites are 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.

If the instructor records classes, recordings will be available to students through Blackboard. These recordings may be used by students ONLY for 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 private 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.

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.

**Accommodations:** Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational 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. Candidates with disabilities should promptly notify their course instructors of their need for reasonable accommodation to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for reasonable accommodation for students registered with the CEA is approximately one to two weeks.

**Inclement Weather:** For information regarding whether the university is closed, or an inclement weather day is declared, use the following sources:

* See the inclement weather website at: http://emergency.uark.edu/17098.php
* Call 479-575-7000 or 575-2000 for recorded announcements about closings.
* Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your email.

**Professional Dispositions:** While we recognize the circumstances and situations for learners may vary, we also understand the importance of keeping students engaged in learning at this time. Attendance is expected for all classes. **If you are going to be absent, it is your responsibility to communicate with the instructor.** This course is reserved for teacher candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. **Students’ overall grades will be affected after two absences.**

**All work will be turned in on time.** Late work will not be accepted for full credit or accepted at all per the instructor’s evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful 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. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluations of each member of the course will occur throughout the semester. This “constructive criticism” is meant to help each other improve and gain the teaching skills necessary to be an effective teacher.

**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.

**Technology:** All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their professional practice. 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.

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**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education

**Course Number and Title:** CATE 41006: Teaching Residency I

Prerequisite: Senior status in Career and Technical Education (CATE)

Meets: Off-campus

**Instructor:**

**Required Textbook:**

Arkansas and national standards, Instructor's library, Professional journals, State Department of Education resources; high school textbooks and resources.

**Catalog Description:** This course is designed to offer a variety of ideas and experiences concerning teaching, planning, and presenting instruction.  (Typically offered: Fall)

**Learning Goals:** This course is designed to offer a variety of ideas and experiences concerning teaching methods, planning, and presenting instruction. Eighteen hours of fieldwork experience is required per week. Students are expected to plan weekly lessons and provide appropriate instructions.

**Objectives:** By the end of the semester, students will possess the following behaviors and competencies. (*Aligned with Arkansas Teaching Standards (ATS), Ar Aspire, Educator Competencies, and InTASC National Standards for Teachers (InTASC Standards).* By completing the assignments and/or tasks of this course, each candidate will:

1. Develop the ability to create effective lesson plans that align with curriculum standards and student needs. (*ATS 1, 2, 3, 4, 5, 6, 7, 8; Ar Aspire 1, 3)*
2. Demonstrate proficiency in adapting lesson plans based on instructor and mentor teacher feedback and assessment data. (*ATS 3, 4, 5, 6, 7; Ar Aspire 1, 3)*
3. Develop skills in acquiring classroom management skills to promote student engagement and behavior management. (*ATS 2, 3, 4, 5, 6, 7, 8; Ar Aspire 2)*
4. Acquire strategies for maintaining a positive and inclusive learning environment. (*ATS 2, Ar Aspire 1, 3)*
5. Understand the importance and principles of differentiated instruction and its application to meet diverse student needs. (*ATS 1, 2, 3, 4, 5, 6, 7, 8; Ar Aspire 1, 3)*
6. Practice various assessment methods and tools to measure student learning effectively. (*ATS 6, 7, 8; Ar Aspire 1, 3)*
7. Develop skills in analyzing assessment data to inform instructional decisions and differentiate instruction. (*ATS 1, 2, 4, 7; Ar Aspire 1, 3)*
8. Demonstrate professionalism in interactions with students, colleagues, and families. (*ATS 9, 10; Ar Aspire 4)*
9. Understand and adhere to ethical guidelines and legal responsibilities as an intern. (*ATS 9, 10; Ar Aspire 4)*
10. Cultivate a habit of reflective practice to critically evaluate teaching methods and student outcomes. (*ATS 9, 10; Ar Aspire 4)*
11. Use reflection to identify areas of growth and develop strategies for continuous improvement. (*ATS 9, 10; Ar Aspire 4)*
12. Develop culturally responsive teaching practices that promote inclusion for all students. (*ATS 1, 2, 3 4, 5; Ar Aspire 1, 2, 3, 4)*
13. Engage in ongoing professional development opportunities to stay current with best practices. (*ATS 9, 10; Ar Aspire 4)*
14. Integrate technology tools and resources effectively to enhance teaching and learning experiences. (*ATS 1,4, 5, 7, 8; Ar Aspire 1, 3)*

**Relationship to Knowledge Base**: This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis assessments with special emphasis given to the following standards:

**InTASC Standard 1: Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistics, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**InTASC Standard 2: Learning Differences.** The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**InTASC Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in education, and self-motivation.

**InTASC Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

**InTASC Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

**InTASC Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their growth, monitor learner progress, and guide the teacher’s and learner’s decision-making.

**InTASC Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**InTASC Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**InTASC Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**InTASC Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Assignments/Tasks**

Please see complete details and instructions for assignments on Blackboard. Grades for each student will be based on the successful completion of all weekly assignments.

* **Submit weekly lesson plans** that demonstrate knowledge of students, content, and best teaching practices. *(ATS 1a, 1b, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 2a, 2b, 2c, 2d, 2e, 2f, 3b, 4a, 4d, 4n, 5e, 6a, 6b, 6r, 7a, 7g & 7h; InTASC Standard 4, 5 & 6; Ar Aspire 1a; 1c)*
* **Demonstrate effective classroom and laboratory management skills**. *(ATS 3h, 3i, 3q*; *InTASC Standard 4)*
* **Reflect on teaching effectiveness** using feedback as a formative tool for growth and professional development. *(ATS 1a, 1c, 1k, 3a, 3k, 3n, 3o, 4f, 4o, 5f, 6m, 7e, 7f, 7p, 7q, 9h, 9l & 10h)*
* **Practice professionalism, ethical behavior, and inclusion** to promote the success of all learners.*(ATS 1j, 93, 9f*; *InTASC Standard 4; AR Aspire 2e)*
* **Model and apply technology standards** as you design, implement, and assess learning experiences to engage students and improve learning.*(ATS 1h, 1i, 1k, 2g, 2h, 2i, 2j, 2k, 2l, 2m, 2n, 2o, 3l, 4i, 4m, 4q, 5g, 6p, 6u, 6v, 7j, 7k, 8a, 8k, 9i, 9j, 10j, 3b, 3c, 3i, 3j, 3p, 4h, 5n, 5o, 5s, 6q, 8j, 8m, 1a, 1b, 1d, 1e, 1f, 1j, 4p, 5a, 5b, 5m, 6s; InTASC Standard 3; Ar Aspire 2b, 3a, 3b, 3c, 3d; 3e)*
* **Weekly Flip reflections.** Each week students will reflect on key concepts they have learned throughout the week in any of their classes. As reflective practitioners, students are challenged to consider how they will apply the concepts they have learned. *(ATS 3d, 3e, 3f, 3k, 1a, 1b, 1e, 3g, 3j, 1h, 1i, 3b, 3l, 3h, 3i, 3q*; *InTASC Standard 2, 4, 5, 7, 8; Ar Aspire 1b, 2a, 3c)*

**Evaluation Policies**

Grades for the course will be based on the successful completion of all required assignments.  
Grades will be assigned using the scale below:

A = 93% - 100% Outstanding achievement, given to a relatively small number of excellent scholars

B = 82% - 92% Good achievement

C = 70% - 81% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

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**Academic Honesty and Integrity:** 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 honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course.  Grades and degrees earned by dishonest means devalue those earned by all students; therefore, students must be aware of the University of Arkansas Academic Integrity Policy.  Academic dishonesty involves acts, which 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 student 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 on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."  The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own work during the semester.  Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person’s work. All assignments must be original and completed individually.  All citations must be documented using the most recent edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

**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 U of A’s 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 CLASS+. 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.

Many websites are 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.

If the instructor records classes, recordings will be available to students through Blackboard. These recordings may be used by students ONLY for 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.

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.

**Accommodations:** Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational 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. Candidates with disabilities should notify their course instructors of their need for reasonable accommodations promptly 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.

**Classroom Behavior and Participation:** While we recognize the circumstances and situations for learners may vary, we also understand the importance of keeping students engaged in learning at this time. Students must remain active and attentive in remote or hybrid courses to support learning.

Attendance is expected for all classes. **If you are going to be absent, it is your responsibility to communicate with the instructor.**

By attending this class, students understand the course may be recorded and consent to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times. Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct. You can contact the Help Desk at help.uark.edu or 479-575-2905 if you have any technical issues accessing Zoom. Inappropriate remarks or comments disrespectful to other teacher candidates or the 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.

**Inclement Weather:** For information regarding whether the university is closed, or an inclement weather day is declared, use the following sources:

* See the inclement weather website at: http://emergency.uark.edu/17098.php
* Call 479-575-7000 or 575-2000 for recorded announcements about closings.
* Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your email.

**Emergency Procedures:** 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>

**Professional Dispositions:** This course is reserved for teacher candidates preparing to become professional teachers. Teacher candidates are required to maintain professional decorum during class.  Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Teacher candidates are expected to attend all classes and participate in all activities. Teacher candidates are expected to show up to class on time, prepared to work. Teacher candidates’ overall grades will be affected after two absences. All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per the instructor’s evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful 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. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluations of each member of the course will occur throughout the semester.  This “constructive criticism” is meant to help each other improve and gain the teaching skills necessary to be an effective teacher.

**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.

**Technology:** All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students improve learning; and enrich their own professional practice. 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. Suppose you experience problems with your Internet connection while working on this course. In that case, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.

**Use of Generative Artificial Intelligence (AI):** Please see your instructor for guidelines.

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**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education

**Course Number and Title:** CATE 40502: Seminar

**Co-Prerequisite**: CATE 40612: Teaching Residency II

**Meets:** On/Off Campus: Peabody Hall TBA

**Office Hours:**

**Instructor:** Sheri Deaton Monday: By appointment

313 Peabody Hall Tuesday: By appointment

[sddeato@uark.edu](mailto:sddeato@uark.edu) Wednesday: By appointment

479-575-2581 Thursday: By appointment

Friday: By appointment

**Course Description/Justification**

**Catalog Description:** This seminar is taken concurrently with student teaching. Topics discussed are designed to link the university/school experience and practice to the knowledge base of the teacher education program.

**Relationship to Knowledge Base:** This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis assessments with special emphasis given to the following standards:

**InTASC Standard 2: Learning Differences**. The teacher used understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**InTASC Standard 3: Learning Environments**. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**InTASC Standard 4: Content Knowledge**. The teacher understands the central concepts, tolls of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**InTASC Standard 5: Application of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**InTASC Standard 6: Assessment**. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**InTASC Standard 7: Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**InTASC Standard 8: Instructional Strategies**. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Goals and Objectives**

**Goals:** Candidates will engage in problem solving, self-analysis, and reflection about teaching and learning through active participation. The specific goal in this course is to: engage candidates in problem solving, self-analysis, and reflection about teaching and learning through active participation.

**Objectives:** By completing the assignments and/or tasks of this course, each candidate will:

Discuss teacher characteristics that facilitate the teaching-learning process.

Identify and discuss the differing needs of various groups within a multicultural society.

Demonstrate the ability to analyze and solve discipline problems.

Facilitate closure of internship experience by reinforcing and sharing the experiences.

**Textbooks and/or Supplementary Materials**

Arkansas and national standards, Instructor's library, Professional journals, State Department of Education resources; High school textbooks

**Technology:**

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice.

**Content Outline**

* Aspiring Teacher standards
* Self-reflection
* Classroom management
* Legal rights and responsibilities including Ethics, Family & Community Engagement, Child

Maltreatment, Teen Suicide Awareness & Prevention, Mandated Reporting, Dyslexia Awareness, and

Human Trafficking

* Curriculum frameworks
* Professional Dispositions

**Evaluation Policies**

Grades for the course will be based on successful completion of all required assignments. Grades will be assigned using the scale below:

A = Distinguished – 100% - 93%

B = High Quality – 92% - 83%

C = Acceptable – 82% - 70%

D = Poor Quality – 69% – 60%

F = Not Acceptable – below 60%

**Student Activities and Experiences**

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Educational 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.

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy 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 Integrity Policy.

The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own work during the semester. Although students are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

**Inclement Weather:** For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

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**Professional Dispositions:** This course is reserved for candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants.

Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students' overall grades will be affected by absences. All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per instructor’s evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful 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. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This “constructive criticism” is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

**Classroom Behavior:** Inappropriate remarks or comments disrespectful 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.

**Assignments/Tasks**

Each student must upload assigned artifacts to Google classroom as a required component of this class. Assignments not posted on time will be deducted points.

* **Teaching Strategies (50 points) –** Students will be required to bring copies of new or innovative teaching strategies they have used in the classroom, or from their mentor teacher to share with the rest of the class.
* **ILPPA Finished version (100 points)** –Students’ final version of their ILPPA will include the

fourth component: the Analysis of student learning over time. This semester students will implement their ILPPA project and will analyze data during Seminar. Students will develop and complete a learning table, analyze the data, and completely answer the SIX reflective questions using proper paragraph formation.

* **Teaching Portfolio (100 points) –** Students will compile artifacts from previous courses and the internship into a teaching portfolio to be used during job interviews. Expectations of what should be included in the portfolio will be covered in the first weeks of the semester, and grading procedures will be outlined in a rubric.
* **Portfolio Presentation (50 points) –** Students will present their portfolios in front of the class on the last day of Seminar. The presentation will require visual aids and a brief discussion of portfolio components.
* **Professional Development (100 points)** – Students will complete professional development training as it relates to ethics, family and community engagement, child maltreatment, teen suicide awareness & prevention, dyslexia, and human trafficking. Training will be facilitated through the Arkansas IDEAS portal and [www.ar.mandagedreporter.org](http://www.ar.mandagedreporter.org). Submission of certificates of completion will be embedded in the Teaching Portfolio.

**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.

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**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education

**Course Number and Title:** CATE 40612 Teaching Residency II

**Co-requisite:** CATE 40502 Seminar

**Meets:** Off Campus

**Office Hours:**

**Instructor:** Sheri Deaton Monday: By appointment

313 Peabody Hall Tuesday: By appointment

[sddeato@uark.edu](mailto:sddeato@uark.edu) Wednesday: By appointment

479-575-2581 Thursday: By appointment

Friday: By appointment

**Course Description/Justification**

**Catalog Description:** This seminar is taken concurrently with student teaching. Topics discussed are designed to link the university/school experience and practice to the knowledge base of the teacher education program.

**Relationship to Knowledge Base:** This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis assessments.

**Textbooks and/or Supplementary Materials**

Arkansas and national standards, Instructor's library, Professional journals, State Department of Education resources; High school textbooks

**Goals and Objectives**

**Goals:** Candidates will engage in facilitating learning and managing classrooms during an internship at a cooperating school. Teacher candidates will demonstrate professional growth and dispositions in all ten InTASC standards related to learners, the classroom environment, content and pedagogy knowledge, assessment, instructional strategies, professionalism, leadership, and collaboration. Candidates will engage in authentic settings with guidance and support from an instructional team during the residency.

**Objectives:** By completing the assignments and/or tasks of this course, each candidate will:

\*Submit weekly lesson plans that demonstrate knowledge of students, content, and best teaching practices (INTASC Standards 1, 2, 3, 4, 5, 7; 8; ATS 1, 2, 4, 5, 7, 8; AR Aspire 1, 2, 3)

\*Demonstrate effective classroom and laboratory management skills (INTASC Standards 3, 7, 8; ATS 3, 5,

\*Facilitate assessments and use results of assessments to guide instruction (INTASC Standards 1, 2, 3, 4, 6; ATS 6; AR Aspire 1, 3)

\*Reflect on teaching effectiveness, embracing feedback as a formative tool for one’s personal growth and development (INTASC Standards 5, 8, 9; ATS 9; AR Aspire 3, 4)

\*Practice professionalism, ethical behavior, and inclusion to promote the success of all learners (INTASC Standards 2, 3, 9, 10; ATS 9, 10; AR Aspire 4)

**Technology:**

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their professional practice.

**Content Outline**

Week One

1. Become familiar with the school building, policies, and handbooks.
2. Assist the mentor teacher in preparing the classroom for the first day of school.
3. Begin to learn the students’ names.
4. Observe the mentor teacher’s teaching style: how to start class, classroom management strategies, and routines. Take notes.
5. Assist the mentor teacher with all duties.
6. Collaborate with the mentor teacher on next week’s lesson plans.
7. Circulate the room on the first day. For example, you could work with individual students on a specific task.
8. Conduct tasks that are low risk, but which put you in a position of control.
9. Submit your teaching schedule to your University Supervisor via email.
10. Work on the lesson plan for next week **on your own time at home.** Become familiar with the curriculum frameworks for the classes you will be teaching.
11. Start an organization system for each class.

Week Two

1. Teach one class, minimum.
2. Distribute graded papers.
3. Assist mentor teacher in grading.
4. Record attendance.
5. Assume responsibility for some classroom routines, such as transitioning between classes (standing at the door and greeting students, giving permission for restroom breaks, etc.)

Weeks Three to the End

1. Assume teaching responsibilities for all of the courses.

2. Plan, implement, manage, and assess independently as much as possible.

3. Maintain full teaching responsibility.

4. You will maintain full teaching responsibilities until your last day.

5. Attendance and full involvement is **mandatory** until the last day

**Assignments/Tasks**

Each student must upload assigned artifacts to Google Classroom as a required component of this class. Assignments not posted on time will be deducted points.

* **Lesson Plans (50 points each week) –**Teacher candidates are required to submit weekly lesson plans by 8:00 AM each Monday during their internship. Candidates should follow the CATE lesson plan template for all lesson plans.
* **Weekly Reflections (10 points each week)**—The teacher candidate will submit a weekly each week to highlight grows and glows for the week. Becoming a reflective practitioner is essential as candidates continue to grow in their pedagogical knowledge and professional dispositions.
* **Professional Development (100 points)**— All students will complete professional development training as it relates to ethics, family and community engagement, child maltreatment, teen suicide awareness & prevention, dyslexia, and human trafficking. Training will be facilitated through the Arkansas IDEAS portal and www.ar.mandagedreporter.org. Submission of certificates of completion will be embedded in the Teaching Portfolio. Application of professional development is expected throughout the teaching internship.

**Assignments/Tasks Aligned with General Education Learning Outcomes**

* **Weekly Teaching (Learning Outcome 1.2)—**Candidates will engage in preparing written and oral presentations each day and will receive explicit instruction on how to modify their presentations to meet the needs of all students. Throughout the course of the semester, candidates will research, and compile information related to each subject they are responsible for teaching. Candidates are expected to integrate technology into their presentations each week and cite all sources appropriately. The mentor teacher and university supervisor will assist with the documentation of this task and will provide feedback to candidates.
* **Self–Reflection Paper (Learning Outcome 6.1)–-**Students will write a comprehensive reflection paper on their student teaching experience, recalling learning experiences, challenges, opportunities, etc. Papers must be a minimum of 1,250 words and should reflect diversity awareness and ethical thinking.

**Evaluation Policies**

Grades for the course will be based on the successful completion of all required assignments. Grades will be assigned using the scale below:

A = Distinguished – 100% - 93%

B = High Quality – 92% - 83%

C = Acceptable – 82% - 70%

D = Poor Quality – 69% – 60%

F = Not Acceptable – below 60%

**Student Activities and Experiences**

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Educational 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 promptly 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.

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**Inclement Weather:** For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

* See the inclement weather website at: http://emergency.uark.edu/17098.php
* Call 479-575-7000 or 575-2000 for recorded announcements about closings.
* Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your email.

**Academic Contingency Plan:** In the unlikely event of an extended campus closure or increased absenteeism during a pandemic outbreak or other emergency, this course will continue without face-to-face meetings. I will use your university email to notify you of any changes and modifications to the course requirements, policies, due dates, and schedules. I will guide alternative methods of delivering course content and completing class assignments and activities in the absence of face-to-face meetings. Please make sure that you are checking your UARK email and that your contact information in UAConnect is up to date.

**Professional Dispositions:** This course is reserved for candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. All teacher candidates are expected to follow the Arkansas Code of Ethics. <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas>

Violation of these principles may result in probation, suspension, or dismissal from the internship.

Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students’ overall grades will be affected by absences. All work will be turned in on time. Late work will not be accepted for full credit or accepted at all per the instructor’s evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructors, 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. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluations of each member of the course will occur throughout the semester. This “constructive criticism” is meant to help each other improve and gain the teaching skills necessary to be effective teachers.

**Classroom Behavior:** Inappropriate remarks or comments disrespectful 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.

**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.

**APPENDIX E – 2**

**Business Technology Syllabi**

**Accounting Principles ACCT 20103**

***Professor Reba McDermott, PhD, MBA***

***e-mail:*** [***RMcDermott@walton.uark.edu***](mailto:RMcDermott@walton.uark.edu)[***rm074@uark.edu***](mailto:rm074@uark.edu)

***Office: WCOB – rm0463***

**Office Hours: 1:00 pm – 2:30 pm** Wednesdays and **2:00 – 3:00 Thursdays**, please always email in advance to make an appointment.

**Every time you email me, state your class time in the subject**, so that I can quickly access your information. I intend to respond to all emails within two business days (not counting Saturday or Sunday).

**For help with Blackboard or Respondus Lockdown Browser, call 479-575-4357**

**For help with In-Class Polling, go to the Student Technology Desk in the Union or email** [**clickers@uark.edu**](mailto:clickers@uark.edu)

**COURSE DESCRIPTION:**

Introduction of the overall purpose, meaning, interpretation, and use of accounting information. The course focuses on understanding financial statements, and the production and use of accounting information in planning, controlling and decision making.

**COURSE OBJECTIVES:**

The objective of this course is to introduce students to the basic principles employed in financial and managerial accounting systems and the use of accounting information in external and internal decision making.

**LEARNING OUTCOMES**

Upon successful completion of the course, students will:

* Understand how business events and transactions are captured and reported by the accounting information system
* Understand the role of accounting in business and investment decision-making,
* Be able to analyze financial statements using accounting concepts and principles,
* Understand managerial accounting techniques for planning, controlling and decision making,
* Understand the basics of taxation and how it affects business decisions.

**COURSE PREREQUISITES:**

**Non-business majors:** ([ISYS 1123](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fsearch%2F%3FP%3DISYS%25201123&data=05%7C01%7CSRowe%40walton.uark.edu%7C926e2008c369472d8b1508dba276e919%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638282403820342179%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bbb4BX8uOd8LE3d3PuxQXNv2wcrWslgjLbE5059oR1M%3D&reserved=0) with a grade of C or better) or [DASC 1003](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fsearch%2F%3FP%3DDASC%25201003&data=05%7C01%7CSRowe%40walton.uark.edu%7C926e2008c369472d8b1508dba276e919%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638282403820342179%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=KXHbslkfGCG9AboRaEKiimnwNgP%2FrPZPRfIE2Wn2Dyw%3D&reserved=0) or [ASTM 2903](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fsearch%2F%3FP%3DASTM%25202903&data=05%7C01%7CSRowe%40walton.uark.edu%7C926e2008c369472d8b1508dba276e919%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638282403820342179%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=LHzy4Ethf3ZQHoWGhmlxBBR6y%2FT5nhCHSrqFK8OdgRw%3D&reserved=0)) and [MATH 2043](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fsearch%2F%3FP%3DMATH%25202043&data=05%7C01%7CSRowe%40walton.uark.edu%7C926e2008c369472d8b1508dba276e919%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638282403820342179%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=r6HcrciIwEhlRwMXPXy1L8CsTFbNjrOzYPvzgc4eRNE%3D&reserved=0) or higher with a grade of C or better), or

**Business majors:** ([ISYS 1123](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fsearch%2F%3FP%3DISYS%25201123&data=05%7C01%7CSRowe%40walton.uark.edu%7C926e2008c369472d8b1508dba276e919%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638282403820342179%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bbb4BX8uOd8LE3d3PuxQXNv2wcrWslgjLbE5059oR1M%3D&reserved=0) with a grade of C or better), [BUSI 1111](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fsearch%2F%3FP%3DBUSI%25201111&data=05%7C01%7CSRowe%40walton.uark.edu%7C926e2008c369472d8b1508dba276e919%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638282403820342179%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=CaaEeRRpi7nqAXEz9DV9W54BQAAVOvXPBM%2Bbjpy2LHU%3D&reserved=0) with a grade of C or better, and ([MATH 2053](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fsearch%2F%3FP%3DMATH%25202053&data=05%7C01%7CSRowe%40walton.uark.edu%7C926e2008c369472d8b1508dba276e919%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638282403820342179%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=57xGZHMyI1oMPHoImbfwAg4BeGCbDdmIn8RWRywjQ9A%3D&reserved=0) or [MATH 2554](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fsearch%2F%3FP%3DMATH%25202554&data=05%7C01%7CSRowe%40walton.uark.edu%7C926e2008c369472d8b1508dba276e919%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638282403820342179%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=SFFgm485fuRsoqcWZ0LA4fT%2BzqiIPRW2pb1Hd68hvIk%3D&reserved=0) each with a grade of C or better).

**COURSE DELIVERY:**

**This course is fully in person (face-to-face).** Students must come to classes at the time scheduled in UAConnect. Per federal regulations, students are expected to complete assigned reading, homework, and smartbook assignments outside of class (approximately 6 hours of work outside class weekly).

**COURSE MATERIALS & RESOURCES:**

* Course textbook: *Survey of Accounting*, 7th Edition By Thomas Edmonds, Christopher Edmonds, Philip Olds, Frances McNair and Bor-Yi Tsay, 2024
* Tax Supplemental notes package, provided by instructor
* McGraw Hill - *Connect* provides additional resources and will be used for homework completion
* *BlackBoard* will be used to communicate with you and to provide additional course materials. These materials include the course syllabus & schedule, classwork problems, PowerPoint slides, and review materials, including practice exams. You should access BlackBoard ([learn.uark.edu](http://www.learn.uark.edu/)[)](https://learn.uark.edu/) regularly for the latest announcements and to check your grades on homework assignments, clicker quizzes, exams, etc.

**DIVERSITY, EQUITY, AND INCLUSION:**

The Walton College values the diversity of its students, faculty, and staff as a strength and critical to its educational mission. Walton College strives to be EPIC in our efforts to respect everyone, value our differences, and welcome all. All members of Walton College must contribute to an inclusive and respectful culture in classrooms, work environments, and at campus events and to speak up when this may not be occurring. If you believe I or a classmate has fallen short, please speak with me after class or with the Accounting Department Chair, Jonathan Shipman.

**CLASS ATTENDANCE:**

Attending class is vital to success in this course. Students may be excused from class attendance for the

following reasons:

1. documented illness of the student (student must complete the [EXPLANATORY STATEMENT FOR](https://health.uark.edu/_resources/forms/pwhc_forms_class_absence.pdf) [ABSENCE FROM CLASS OR WORK](https://health.uark.edu/_resources/forms/pwhc_forms_class_absence.pdf) and send it to the professor **before class or the same day as class)**,
2. serious illness or death of a member of the student’s 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,
5. jury duty or court appearance, and
6. military duty.

**IN-CLASS POLLING:**

Students must purchase a subscription for in-class polling. (Details will be sent in an announcement during the opening week of class and explained during class).

* + Regular class meetings will involve a variety of teaching methods -- from lectures/class discussions to problem-solving exercises. It is particularly important to come to class with advance preparation (e.g., read the chapter and complete the smartbook assignments). Class meetings MAY be recorded at the instructor’s discretion.
  + Each class meeting will have daily quizzes using clicker technology. You must answer the quiz questions correctly to earn points. You cannot make up missed quizzes, and you must have your clicker in class (or phone if using the app) to earn points.
  + The clickers employ TurningPoint Technologies (Point Solutions). You will need to register for a PointSolutions account.

**Students without a registered clicker will not receive clicker points because they will not be captured correctly in Blackboard.**

* + For directions to register for a PointSolutions account please follow the following process.

Getting Started with PointSolutions Mobile app and Clickers: <https://bbhelp.uark.edu/getting-started-with-student-clickers/> Create a PointSolutions Clicker Account:

[https://bbhelp.uark.edu/create-a-student-turning-technologies-clicker-account/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbbhelp.uark.edu%2Fcreate-a-student-turning-technologies-clicker-account%2F&data=05%7C02%7CRMcDermott%40walton.uark.edu%7Cc3fea4ef4f814610bbe408dcb893f07e%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638588192733280528%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=5ZAHRkJ2Xk9tcqDNOZn35ISWdsQnfLIJZ3SrZdcsvlg%3D&reserved=0) Clickers: Creating a PointSolutions Mobile Account: <https://bbhelp.uark.edu/clickers-creating-a-pointsolutions-mobile-account/>

* + Using ResponseWare on your smart phone will also be available for this class. (ResponseWare is a substitute for the clicker devices.)
  + The daily clicker quizzes are worth between 4-5 points for each class meeting (if you answer correctly), starting the second week of class. (There will be clicker questions the first week to ensure your clicker is working correctly; however, these points will not count toward your grade.) There are no clicker quizzes on exam days or final exam review day; therefore, there are 23 classes that require the use of clickers for a total of 95 clicker points.
  + Bringing another student’s clicker to class to earn points for that student is considered cheating and a violation of the University’s academic integrity policy. Anyone caught with two clickers during class is in violation of the academic integrity policy and will be reported to the Academic Initiatives and Integrity office. For more information about academic integrity and the penalties you may face for cheating, please visit [http://honesty.uark.edu](http://honesty.uark.edu/)

*To allow a small number of absences without the student experiencing a point penalty, 10 "free" in-class polling points will be added to each student’s in-class polling grade at the end of the semester.*

**CLASSROOM NORMS:**

1. Only use technology for class purposes.
2. Life happens, if there is something outside of class that requires you have access to your phone during class, please let me know ahead of time to avoid any misunderstandings.
3. Only one person talks at a time.
4. Pack up only after class time has ended.
5. You may snack or drink in the classroom, but only with drinks food that are quiet (no crackly wrappers) and odor-free

**SMARTBOOK AND HOMEWORK ASSIGNMENTS:**

The smartbook assignments, homework assignments, and pretest assignments must be completed online through the BlackBoard system. Access through BlackBoard is the ONLY way to earn course points for smartbook, homework and pretest assignments.

***Homework***

Homework problems are assigned for each of the 17 chapters. Each assignment is worth 10 points, so there are 170 homework points available, however, only 150 homework points will be counted for grading purposes.

This provides you with the flexibility to miss a few points on the homework assignments and still earn the maximum points for final grading purposes.

***SmartBook Assignments***

SmartBook assignments are assigned for each of the 17 chapters. Each assignment is worth 5 points, so there are 85 smartbook points available, however, only 75 smartbook points will be counted for grading purposes.

This provides you with the flexibility to miss a few points on the homework assignments and still earn the maximum points for final grading purposes.

**EXAMS:**

All exams in this course use Respondus Lockdown Browser (Respondus). If you do not have a laptop, you may check out one from the student technology center in the Student Union for a 24-hour period. <https://its.uark.edu/printing-labs/stc/checkout-info.php>

**Every exam must be taken during the scheduled class time in the classroom** (except some CEA students) unless the professor approves an alternate time for the exam due to an excused absence. Make-up exams, if approved, must be proctored by your ACCT 20103 professor **No remote exams are allowed.** Students must talk with their professor **BEFORE** the scheduled exam to determine whether an alternate exam time will be allowed.

**Mid-Term Exam**

The midterm exams will consist of 40 multiple choice questions. All exams will be administered online through BlackBoard using Respondus LockDown Browser (see below). The exams will be completed during our regular class time using a password that I provide you prior to the exam. In the event you are unable to take any of the exams during the scheduled time, you must contact me as soon as possible so that appropriate arrangements can be made.

If a student misses an exam for an un-excused reason (see “Class Attendance”) and communicates this to the professor before the exam, then the professor may (1) not allow a make-up exam and assign a score of zero or

(2) allow a make-up exam with a **10% penalty**. If a student fails to communicate with the professor before the exam, the student should contact the professor as soon as possible after the exam date and the professor may (1) not allow a make-up exam and assign a score of zero or (2) allow a make-up exam with a **20% penalty**.

**The ACCT 20103 exam schedule is very important, and students should plan their calendars so that they attend every exam as scheduled.**

**Final Exam**

The format of the final exam will be similar to that of the earlier exams. The final exam will be comprehensive.

**GRADES:**

Grades are based exclusively on academic achievement (not effort or wanting). Your grade will be based solely on exams, in-class polling, and Blackboard homework.

|  |  |  |
| --- | --- | --- |
| In-class Polling | 95 | 9.5% |
| Homework (15/17) | 150 | 15.0% |
| Smart Book (15/17) | 75 | 7.5% |
| Pre-Test (4) | 50 | 5.0% |
| Exam One (In class) | 100 | 10.0% |
| Exam Two (In Class) | 120 | 12.0% |
| Exam Three (In Class) | 140 | 14.0% |
| Final Exam (In Class) | 270 | 27.0% |

1,000 100.0%

Final grades will be awarded based on the following distribution: >90% = A, 80% - 90% = B, 70% - 80% = C, 60% - 70% = D, <60% = F

**NOTE:** *Students have 2 weeks from the due date (or recording of grade in Blackboard) of an assignment /homework / in- class polling / exam to contest the grade. After that, the grade stands as recorded in Blackboard. This is a coordinated class, and all student grades are assigned according to this grading policy.*

**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 [honesty.uark.edu/policy](http://honesty.uark.edu/policy). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Examples of Academic Integrity violations in ACCT 20103 include (without limitation) unauthorized collaboration on graded events (e.g., texting, calling (audio or video), GroupMe, etc.), such as:

* Answering in-class polling questions when you are not present in the classroom
* Entering in-class polling answers for anyone other than yourself
* Telling another person a question from an exam
* Giving homework answers (group work is okay, giving a list of answers not okay)
* Giving assistance or receiving assistance to/from another person on an exam
* Giving or receiving an exam password when someone is not in the exam room

**ACCT20103 professors believe strongly in ethics and law and will immediately file a complaint against any student committing an academic integrity violation.**

**COURSE ACCOMMODATIONS:**

University of Arkansas [Academic Policy Series 1520.10](https://provost.uark.edu/policies/152010.php) 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 verify your eligibility for these through the Center for Educational Access (contact [ada@uark.edu](mailto:ada@uark.edu) or visit [http://cea.uark.edu](http://cea.uark.edu/) for more information on registration procedures). Then, email me to make arrangements for necessary classroom adjustments.

**RECORDINGS:**

**Unauthorized Use of Class Recordings:** If the professor records class, such 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 2-second clip of a class recording sent as a private message to one person is a violation of this provision.** 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 U of A’s academic integrity policy.

**Unauthorized Recording by Student:** 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’s academic integrity policy.

**Implied Consent Policy for Recording:** By attending this class, each student understands the course may be 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 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 not presently enrolled in my class without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University’s 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.

**Inclement Weather Policy**

The Course adheres to University Academic Policy 1858.10. In the event that on-campus class sessions are closed due to inclement weather, you should watch the Blackboard course site for communication on how course content will be covered or taught. Course content will not be materially affected by any cancelled classes. In the event of Cancelled Classes, to ensure compliance with the federal definition of the credit hour (APS 1200.40), missed class time could be made up using synchronous distance instruction, recorded lectures, assignments, readings, instructional materials, or other alternative forms of instruction. In the event of an inclement weather delay, early dismissal, or closure, we may conduct class through synchronous distance instruction while campus is closed for inclement weather. However, any sessions taught using synchronous distance instruction while the campus is closed for inclement weather will be recorded and made available to all students in the class in the approved campus Learning Management System. Students will be provided opportunity to make up work due while the University is closed for inclement weather without penalty. No examinations for courses designated as on-campus shall be administered while the campus is closed for inclement weather. If the campus is open but inclement weather prevents a student from safely attending class, the student will be provided the opportunity to make up work without penalty. In the event the campus is closed for reasons other than inclement weather, the Office of the Provost will provide guidance for instructors on learning continuity.

***Disclaimer***

***I reserve the right to change the course schedule as necessary throughout the semester. Any changes will be announced in class and posted on the Blackboard announcements.***

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**ACCT 20203**

**ACCOUNTING PRINCIPLES**

**Instructor:**

**Email:**

**Office:**

**Phone:**

**Class Hours:**

**Office Hours:**

# Course Description

This course examines the relationship between economic events and the accounting view of those events. We will explore the information captured by various accounting models and how information is communicated to stakeholders. The course emphasizes business processes as well as double-entry accounting. To progress to any junior level accounting course (3000 or above), a grade of “B” or higher is required.

# Course Objectives/Learning Outcomes

# The Sam M. Walton College of Business is accredited by the AACSB. As part of the AACSB accreditation process, we assess student learning through a process called Assurance of Learning (AOL). Our AOL program assesses the following competencies: Communication (oral and written), Problem Solving/Decision Making, and Technical Competence/Discipline Knowledge (which will be assessed in this course).

Upon completion of this course, you will be able to demonstrate ways in which accounting captures information about economic events using double entry accounting and accounting information systems. Specifically, students will be able to do the following:

* Understand key relationships (e.g., net income) that are reported in the financial statements under Generally Accepted Accounting Principles (GAAP)
* Perform a bank reconciliation and assess a firm’s cash holdings
* Understand the nature, impact, and application of accrual accounting to financial statements
* Identify key elements of a sound internal control environment

In addition, you will be able to analyze the impact of economic events on financial statements and how the financial statements influence the decisions made by the financial statement users. Specifically, students will be able to do the following:

* Analyze financial statements to understand firms’ profitability, position, and risk
* Understand how cash flow and earnings influence the decisions made by financial statement users

# Course Materials & BlackBoard

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.

This course uses an e-book (*Financial Accounting, Sixth Edition*, by Spiceland, Thomas and Herrmann, 2022, McGraw Hill), with related tools to help you understand the material and Connect for homework. All this material is available to you the first day of class via the University’s Inclusive Access option.

This course is supported by the BlackBoard course management system. I will use BlackBoard to communicate with you and to provide additional course materials. These materials include the course syllabus & schedule, classwork problems, PowerPoint slides, and review materials, including practice exams. You should access BlackBoard ([learn.uark.edu)](https://learn.uark.edu/) regularly for the latest announcements and to check your grades on homework assignments, clicker quizzes, and exams.

You can contact the Help Desk at [help.uark.edu](https://help.uark.edu/) or 479-575-2905 if you have any technical issues.

## Grades

Grades are based on three midterm exams, a comprehensive final exam, completion of 10 of the 12 chapter homework assignments, comprehensive problems, and attendance and participation.

|  |  |  |
| --- | --- | --- |
|  | Points | % |
| Comprehensive Problems | 60 | 6% |
| Attendance/Participation | 100 | 10% |
| Homework | 100 | 10% |
| SI Sessions | 100 | 10% |
| Exam #1 | 130 | 13% |
| Exam #2 | 130 | 13% |
| Exam #3 | 130 | 13% |
| Final Exam | 250 | 25% |
| Total | 1,000 | 100% |

Final grades will be awarded based upon the following distribution:

|  |  |
| --- | --- |
| 900-1000 points (90%) | A |
| 800-899 points (80%) | B |
| 700-799 points (70%) | C |
| 600-699 points (60%) | D |
| Below 600 points | F |

Students have 2 weeks from the due date (or recording of grade in Blackboard) of an assignment/homework/quiz/exam to contest the grade. After that, the grade stands as recorded in Blackboard. No extra credit points are available in this course. This is a coordinated class, and all student grades are assigned according to this grading policy.

***Attendance/Participation***

Points for attendance/participation come from three categories:

* A syllabus quiz the first week
* Weekly SmartBook assignments
* Clocker points

There will be approximately 140 points available between the three categories, but only a maximum of 100 points will be counted for grading purposes.

**Syllabus Quiz:**

The syllabus quiz is worth 5 points and covers your understanding of the syllabus. The quiz must be completed using Respondus LockDown Browser.

**SmartBook Assignments:**

SmartBook exercises are assigned for each of the 12 chapters. Each assignment is worth 3 points and must be completed by the date shown on the schedule.

**Clickers and Class Procedures:**

* Regular class meetings will involve a variety of teaching methods -- from lectures/class discussions to problem-solving exercises. It is **particularly important** to come to class with advance preparation (e.g., read the chapter). Class meetings **MAY** be recorded at the instructor’s discretion.
* Each class meeting will have daily quizzes using clicker technology. You **must** answer the quiz questions correctly to earn points. You **cannot** make up missed quizzes, and you must have your clicker in class to earn points.
* The clickers employ TurningPoint Technologies. If you have already purchased and registered a clicker, then you do not need to purchase another clicker or register it again. If you purchase a new clicker at the University Bookstore, it will include a four-year license. If you purchase a used clicker, then you may need to purchase a TurningPoint Account license at the University Bookstore and apply that license to your account. You must have your registration completed by the second day of class. **Students without a registered clicker will not receive clicker points because they will be not be captured correctly in Blackboard**.
* For information on how to use your clicker, go to <https://clickers.uark.edu>.
* You should log into your TurningPoint Account at <https://account.turningtechnologies.com/> and ensure you have 3 checkmarks on the top of your dashboard by the first day of class.
* The daily clicker quizzes are worth 4 points for each class meeting (if you answer correctly), starting the **second** week of class. (There will be clicker questions the first week to ensure your clicker is working correctly; however, these points will not count toward your grade.) There are no clicker quizzes on exam days; therefore, there are 25 classes that require the use of clickers (25 x 4 = 100 points possible). Although there are no make-up clicker quizzes, you can make up missed points by completing SmartBook assignments and/or the syllabus quiz.This accommodation is provided for those that have a legitimate excuse for missing class.
* **Bringing another student’s clicker to class to earn points for that student is considered cheating and a violation of the University’s academic integrity policy.** Anyone caught with two clickers during class is in violation of the academic integrity policy and will be reported to the Academic Initiatives and Integrity office.For more information about academic integrity and the penalties you may face for cheating, please visit <http://honesty.uark.edu>.

## Comprehensive Problems and Homework

* The comprehensive problems and homework assignments must be completed online through the BlackBoard system. Access through BlackBoard is the **ONLY** way to earn course points.
* Assignments are due at 11:59 PM on the dates shown on the schedule.
* Each comprehensive problem is worth 25 points, for a total of 75 available points. However, only 60 points will be counted for grading purposes. Students must complete these assignments individually.
* Homework problems are assigned for each of the 12 chapters. Each assignment is worth 10 points, so there are 120 homework points available, but only 100 homework points will be counted for grading purposes. This provides you with the flexibility to miss a few points on the homework assignments and still earn the maximum points for final grading purposes.

***Supplemental Instruction (SI) Sessions***

Supplemental instruction is designed to reinforce the material that is covered in class. You will have to register for and attend sessions throughout the semester. Details regarding the registering for your SI session will be available the first week of class.

Over the course of the semester, there will be roughly 12 weeks of sessions. You are expected to attend one session per week. During each session, the SI instructors will review material that has been covered in class. You will earn points based on your attendance and participation. Each SI session is worth 10 points so there are 120 points available. Only 100 points will be counted for grading purposes.

## Examinations/Make-up Policy

There are three midterm exams and a comprehensive final exam for this course. The midterm exams will consist of 30-40 multiple choice questions, and the comprehensive final exam will consist of 60 multiple choice questions. All exams will be administered online through BlackBoard using Respondus LockDown Browser (see below). The exams will be completed during our regular class time using a password that I provide you prior to the exam. In the event you are unable to take any of the exams during the scheduled time, you must contact me as soon as possible so that appropriate arrangements can be made.

**THERE ARE NO MAKE-UP EXAMS/QUIZZES and NO MAKE-UP ASSIGNMENTS.** A missed midterm exam receives a **zero**. If more than one midterm exam is missed, the second missed midterm will result in **zero** points and cannot be replaced by the percentage grade on the final. As noted above, the grading approach for chapter assignments and clicker points allows you to miss some points and still earn the maximum possible.

**Note: Each student’s lowest midterm grade will be replaced with the percentage grade on the final, if the final exam grade is higher.**

Respondus LockDown Browser is a test monitoring system used by the University of Arkansas for online testing. We will be using this system for exams in this course. It is your responsibility to ensure that you will have access to a computer with internet connection and know how to log into and use Respondus LockDown Browser prior to the exam. Currently, Respondus LockDown Browser is not compatible with Chromebooks. For assistance with setup, contact the Help Desk at [help.uark.edu](https://help.uark.edu/) or 479-575-2905.

***Counseling:***

People like to say that college is the best time of your life. While that may be the case for some, for others college may be a struggle for any number of reasons. Add to this the uncertainty of the current situation and there is a perfect storm for any number of issues. The university offers tremendous assistance if you are struggling with anxiety, family issues, depression, or stress. As a student, you have easier and cheaper access to counseling and assistance than you probably will for the rest of your life (a lot of services are free to students). There is no shame in asking for help!

Pleas reach out to the Counseling and Psychological Services at 479-575-5276 or utilize a tele-visit without needing to even leave your home! See their website for current information (health.uark.edu/mental-health/).

# A Note on Professionalism and Expectations

As a student, you must be proactive in your studies, be able to balance academic responsibilities with life events, and be able to dedicate an appropriate amount of time to this course. The most crucial professional skills are communication, time management, and staying organized. You are to do each of the following:

* 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 class session conversations and activities.
* Make an effort 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.
* Review all instructions, assignments, materials a minimum of three times per week.
* Actively take notes.
* Analyze all graded homework, exams, and other instructor feedback to develop a plan for improvement.
* Complete assigned work by indicated due dates.
* Communicate regularly with me, particularly if you are experiencing issues.
* Inform me immediately if you become unable to attend class.
* Attend office hours to seek clarity on questions relative to the course.
* Ensure that your environment is conducive to schoolwork and free from distractions.
* Interact appropriately as is required and follow the [Code of Student Life.](https://handbook.uark.edu/)
* Conduct yourself with integrity when completing assignments or taking assessments.
* Dress appropriately for class sessions.

***Adding/Dropping the Course:***

Requests to register for or drop the course are handled by the Undergraduate Programs Office. Please contact the Undergraduate Programs Office in WCOB 328, via phone at 479-575-4622, or online via UASuccess on Blackboard. Students are responsible for consulting the university calendar for the official deadline to drop the course (https://registrar.uark.edu/academic-dates/academic-semester-calendar/index.php).

# Academic Integrity

*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*.*](http://honesty.uark.edu/) *Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.*

***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 the 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.](https://honesty.uark.edu/policy/sanction-rubric.php) Please let me know if you are uncertain about the use of a website.

***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.

***If you know that another student is violating these standards:***

Allowing another student to obtain course points by deceit contributes to a general lowering of the ethical standards of the University and contributes to deception of potential employers and other academic institutions. Thus, you have an obligation to take some action when you know another student is violating the course's academic integrity standards. This is a difficult personal trial to face, but it is an important part of your ethical obligation as a student. If you know that another student is violating the standards, it is your responsibility to inform the student’s instructor.

***Penalty for academic integrity violations:***

Typically, an academic integrity violation on a graded assignment or exam will result in a minimum penalty of a zero for the assignment/exam and could result in more serious penalties. In accordance with University policy, all academic integrity violations will be reported to the Office of Judicial Affairs.

## University Statement on Unauthorized Use of Class Recordings

Instructors **MAY** record class and make them available through BlackBoard. Students may use these recordings 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. For example, 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 copyrights; 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](https://ethics.uark.edu/) for potential charges under the [Code of Student Life.](https://handbook.uark.edu/index.php) 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.](https://honesty.uark.edu/policy/index.php)

## University Statement on 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](https://cea.uark.edu/) 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](https://ethics.uark.edu/) for potential charges under the [Code of Student Life.](https://handbook.uark.edu/index.php) 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.](https://honesty.uark.edu/policy/index.php)

## University Statement on Recording of Class Lectures

By attending this class, student understands the course **MAY** be 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 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.](https://honesty.uark.edu/policy/index.php) 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.](https://honesty.uark.edu/index.php)

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.](https://success.uark.edu/) 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.

# Inclement Weather Policy

If the University is closed due to weather, our class **will not** meet. Closing of the University is announced on all media outlets including social media. At the instructor’s discretion, lecture/homework recordings may be used to make up any missed material. Those recordings will be made available on BlackBoard.

# Emergency Guidelines

Should you be on campus, the University of Arkansas has emergency preparedness procedures for many types of emergencies (e.g., fire). While the odds of facing many of these emergencies are low, your own preparedness should include being familiar with the guidelines for specific emergencies listed at [safety.uark.edu.](https://safety.uark.edu/)

# Course Accommodations

University of Arkansas [Academic Policy Series 1520.10](https://provost.uark.edu/policies/152010.php) requires that students with disabilities are provided reasonable accommodations to ensure 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 accommodations through the Center for Educational Access. (Contact ada@uark.edu or visit the [Center for Educational Access](https://cea.uark.edu/) for more information.)

**Religious Observances:**

Students are responsible for notifying the instructor of any conflict between a religious observance and course-related activities. Notification should occur at the beginning of the semester. The university calendar of religious dates is available at <https://registrar.uark.edu/academic-dates/religious-observances-calendar.php> and I will make every reasonable accommodation for religious observances.

# Respect for Diversity Statement

The Sam M. Walton College of Business values the diversity of its students, faculty and staff as a strength that is critical to our educational mission. The Walton College strives to be EPIC in valuing our differences, respecting everyone, and welcoming all. We promise to provide a rich intellectual community that includes differences in race, ethnicity and national origin, gender and gender identity, age, disability, sexual identity, social class, and religion. We expect differences in values and opinions and welcome community members to share those. We promise to create an inclusive environment (in classrooms, work environments, and at events) in which each person is heard and treated with respect. We strive to create an environment of speaking up when challenges arise and of learning together.

**Legal Environment of Business**

**BLAW20103**

Prof. Kim Petrone, J.D.       kpetrone@uark.edu       WCOB 457

**Office Hours** MWF 2:00-3:00 (please email in advance so I know to expect you) or by appointment

My personal cell phone number is 479-713-0851. Call me anytime during regular workday hours (Monday through Friday between 8 a.m. and 5 p.m.) with questions about the course.

Every time you email me, please state your class time, so that I can quickly access your information.

**for help with Blackboard or Respondus Lockdown Browser, call 479-575-4357**

**for help with Clickers, email clickers@uark.edu**

**COURSE OBJECTIVES:**

1. Become familiar with the legal principles affecting businesses.
2. Recognize legal issues: a) to see opportunities and b) to avoid unnecessary risks.
3. Understand the importance of ethics and personal integrity in the practice of business

See the Calendar for specific topics addressed in the Course.

**COURSE DELIVERY:**

**This course is fully in person (aka face-to-face).** Students must come to all classes at the time scheduled in UAConnect. Per federal regulations, students are expected to complete assigned reading, homework, and video viewing outside of class. **Students must comply with all University Covid guidances found at** [**https://health.uark.edu/coronavirus/returning-to-campus/**](https://health.uark.edu/coronavirus/returning-to-campus/)**.**

**TEXTBOOK:**

All students automatically have access to the online textbook and MindTap (The Legal Environment of Business, 11th edition, by Cross and Miller, Cengage) through the *inclusive access* program. *Inclusive access* means students are automatically billed for the book through the University. (We are able to negotiate a cheaper price this way.) Students must have MindTap to complete graded homework. If a student wants a paper version of the book, the student *may* also purchase the loose-leaf, paper version of the textbook at the University Bookstore.

**DIVERSITY AND INCLUSION:**

The Walton College values the diversity of its students, faculty, and staff as a strength and critical to its educational mission. Walton College strives to be EPIC in our efforts to respect everyone, value our differences, and welcome all. All members of Walton College must contribute to an inclusive and respectful culture in classrooms, work environments, and at campus events and to speak up when this may not be occurring. If you believe I or a classmate has fallen short, please speak with me after class or with the Accounting Department Chair, Gary Peters.

**CLASS ATTENDANCE:**

Attending class is vital to success in this course. Students will complete Clicker quiz questions in each class.

**Students will not be allowed to “make-up” Clicker quiz questions for forgotten clickers, dead batteries, or missed class days** due to club sports, Greek events, travel home, family trips, or most other reasons. The Clicker quiz questions are 5% of a student’s grade. Each week students have opportunities to answer roughly 12 Clicker quiz questions. Thus, at the end of the semester, students have the opportunity to answer approximately 150 Clicker quiz questions. *To allow a small number of absences without the student experiencing a Clicker point penalty, 12 "free" Clicker quiz questions will be added to each students' Clicker score at the end of the semester.*

**Students will be allowed to “make-up” Clicker quiz questions or exams for the following approved reasons:** 1) official University business 2) illness documented by emailing image of completed form ( <https://health.uark.edu/_resources/forms/pwhc_forms_class_absence_05.2017.pdf> ) to the professor **before** class, 3) CEA accommodation with necessary documentation signed by student and professor (student is responsible for  this documentation) or 4) extraordinary circumstances such as death or severe, acute illness/injury of very close family members. Regarding exams, students must talk with their professor BEFORE the scheduled exam to determine whether an alternate exam time will be allowed.

**Students who miss an exam for a reason not approved (see prior paragraph) may (1) not be allowed to make-up the exam and receive a score of zero or (2) be allowed to make-up the exam with a 10% penalty.** The student must advise the professor ***before*** *the scheduled exam time* and the professor will determine whether the student will receive a zero for the exam or be allowed a make-up with a 10% penalty. If a student fails to communicate with the professor before the exam, the student should contact the professor as soon as possible after the exam date and the professor may allow a late exam with a 20% penalty. Usually, students ARE NOT allowed a make-up exam. The BLAW exam schedule is very important and students should plan their calendars so that they attend every exam as scheduled.

**EXAMS:**

All exams in this course will be online using **Respondus Lockdown Browser** (Respondus). Respondus does not work with Chromebooks. If you do not have a laptop, you may check out one from the student technology center in the Student Union:  [**https://its.uark.edu/stc/equipment-checkout/index.php**](https://its.uark.edu/stc/equipment-checkout/index.php)

**Every exam must be taken in the classroom (except some CEA students), during the scheduled class exam time**, unless the professor approves an alternate exam time in the presence of a BLAW professor, graduate assistant, or CEA proctor. No remote exams are allowed.

**GRADES:**

Grades are based exclusively on academic achievement (not effort or wanting). Your grade will be based solely on exams- Clicker quizzes, MindTap quizzes, and Let’s Talk events. NO EXTRA CREDIT is allowed in any section of BLAW2013. All BLAW2013 sections strictly adhere to the grading system. There will be a total of 100 points:

Graded Event                                                  Maximum Points Available

Clicker Quizzes (in class)                               5

Let’s Talk (three out-of-class events)             3  (one point for each event)

MindTap Quizzes (homework)                      5

Exam One (in class)                                       8  (16 questions, each worth .5)

Exam Two (in class)                                       8 (16 questions)

Exam Three (in class)                                     15 (30 questions)

Exam Four (in class)                                       15 (30 questions)

Exam Five (in class)                                       16 (32 questions)

Final Exam (in class)                                      25 (50 questions)

Total                                                               100

At the end of semester, letter grades will be assigned on the basis of your total number of points out of 100, as follows:

A: 90 - 100

B: 80 – 89.9

C: 70 – 79.9

D: 60 – 69.9

**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 honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Examples of Academic Integrity violations in BLAW2013 include:

asking another student to enter Clicker answers when you are absent

entering Clicker answers for anyone other than yourself

telling another student a question from an exam

giving or receiving assistance on an exam

submitting a Let's Talk reflection if you have not watched the entire Let's Talk

BLAW2013 professors believe strongly in ethics and law and will immediately file a complaint against any student committing an academic integrity violation.

**COURSE ACCOMMODATIONS:**

University of Arkansas [Academic Policy Series 1520.10](https://provost.uark.edu/policies/152010.php) 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  verify your eligibility for these through the Center for Educational Access (contact [ada@uark.edu](mailto:ada@uark.edu) or visit [http://cea.uark.edu](http://cea.uark.edu/) for more information on registration procedures).  Then, email me to make arrangements for necessary classroom adjustments

**RECORDINGS:**

**Unauthorized Use of Class Recordings:**If I ever record class, such 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 2-second clip of a class recording sent as a private message to one person is a violation of this provision.  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 U of A’s academic integrity policy.

**Unauthorized Recording by Student:**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 U of A’s academic integrity policy.

**Implied Consent Policy for Recording:**By attending this class, each student understands the course may be 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 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 not presently enrolled in my class without my authorization 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 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 CLASS+ free tutoring. 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.

**I AM NOT YOUR ATTORNEY**

I share legal information with you for educational purposes only. I may share educational legal information in class, in Blackboard, in email, in conversation outside of class, and in other ways. Nothing I say to you is legal advice. I am not your lawyer.

University of Arkansas Brian Pullen

Fayetteville, Arkansas WCOB 353

Fall 2024 [bpullen@walton.uark.edu](mailto:bpullen@walton.uark.edu)

Classroom: WCOB 247

“Without data you’re just another person with an opinion.”

--W. Edwards Deming

**BUSI 10303 – DATA ANALYSIS AND INTERPRETATION**

**Office Hours:**

Monday and Wednesday from 8:30am to 11am and other hours that will be announced in class each week. I will be available throughout each week and encourage you to stop by my office.

**Course Description:**

This is an introductory level course covering topics involving descriptive statistics, estimation of population characteristics, research design and hypothesis testing, as well as measuring and predicting relationships. The course should enable students to develop an understanding of the application and interpretation of basic data analysis techniques with an emphasis on statistical applications.

**Prerequisite:** MATH 20503 (Finite Math) with a grade of “C” or better and ISYS 11203 (Business Application and Knowledge).

**Value of this Course:**

The broad objective of this course is to help you develop as critical thinkers and systematic problem solvers. The main job of managers is to make decisions, and to do this effectively you need critical thinking skills. In practical terms, this means that you need to learn to solve real-world problems by accurately framing them in terms of independent and dependent variables, formulating hypotheses about those variables, using statistics to test hypotheses, and interpreting the results. In short, I hope to instill in you an appreciation for the role of data in managerial problem solving by knowing both how to display and analyze it (i.e., statistics) and how to produce it (i.e., research design). The only way to learn critical thinking skills is by practicing them, so we will use a hands-on approach using Excel and a focus on applied business problems.

**Specific Course Objectives:**

1. Use scenarios and situations to solve problems with statistical tools, and make correct decisions regarding which tools are needed for given scenarios.
2. Use Excel and other specified computing tools to supplement and aid in the analysis of different types of data.
3. Given the results from computation, accurately interpret those results and make an appropriate business decision.
4. Make a correct determination of what type of data is needed to address a specified scenario or problem, and the method by which it will be collected.

**Textbook:**

Statistical Techniques in Business and Economics—19th edition

Lind/Marchal/Wathen

First Day Program—online book

**Software:**

Microsoft EXCEL for WINDOWS

Data Analysis Plus (Excel add-in).

Computer/Printer/Calculator/Point Solutions Clicker (app)

**Course Management Software:**

I will use Blackboard for this course to disseminate information and assign homework. You will also be submitting your homework assignments through Blackboard (<http://learn.uark.edu/>). If I send email, I will use the UARK account you were assigned by the University.

**Class Procedures:**

In class we will use a combination of lecture, group exercises, and discussions. However, mastering data analysis is really a matter of using it and practicing. Most people (at least me) can’t really learn this kind of material without digging in and just doing it.

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**Guidelines for Testing Accommodations for Students With Disabilities:**

It is the Walton College policy that students must request testing accommodations from their instructor in addition to requesting accommodations from the ADA Center. Please meet with me individually and we will work within the university and college guidelines.

**Attendance Policy:**

This is the type of course that, for most people, if you don’t keep up with it you can get hopelessly lost.

You should never be on your phone or laptop/computer unless we are using Excel. In-person attendance is expected unless ill. If you are ill, I record each lecture in Collaborate and you can watch it once you feel better.

**Inclement Weather Policy:**

Inclement Weather Policy: The University’s Inclement Weather Policy can be found at https://safety.uark.edu/inclement-weather/. I realize that some of you have a more difficult commute to the campus than do others. I leave it to your personal judgment to determine whether to attend class during inclement weather.

**Academic Honesty:**

Students are not permitted to collaborate on any quiz or examination. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student.  Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work.  Academic integrity issues will be reported to the academic integrity monitor.

**Respect for Diversity Statement:**

The Sam M. Walton College of Business values the diversity of its students, faculty and staff as a

strength that is critical to our educational mission. The Walton College strives to be EPIC in valuing

our differences, respecting everyone, and welcoming all. We promise to provide a rich intellectual

community that includes differences in race, ethnicity and national origin, gender and gender identity,

age, disability, sexual identity, social class, and religion. We expect differences in values and opinions

and welcome community members to share those. We promise to create an inclusive environment (in

classrooms, work environments, and at events) in which each person is heard and treated with

respect. We strive to create an environment of speaking up when challenges arise and of learning

together.

**Grading:** Points

|  |  |
| --- | --- |
| Homework  Quiz/in-class activities | 175  175 |
| Exam 1 | 100 |
| Exam 2 | 100 |
| Exam 3  Exam 4  Final (Comprehensive) | 100  100  250 (and will replace your lowest exam) |
| Total | 1000 |
|  |  |
|  |  |

*Final course grades will be based on the following scale*:

**A 90%+**

**B 80%+**

**C 70%+**

**D 60%+**

**F < 60%**

**Homework assignments**: A total of 175 points is allocated for completing (and turning in) homework assignments. Homework is an important part of the learning process; you simply cannot master this material by reading and coming to class. *You need to actively work with the material and practice solving problems*. Homework will be assigned most class days and is due *by 8am on the day of class*. All homework assignments will be posted on Blackboard and you will submit your assignments electronically using Blackboard. If you are late submitting a homework assignment it will not be accepted on Blackboard.

**Quizzes/In class activity**: We will have quizzes that are worth a total of 175 points. There will be no make-ups for missed quizzes. Please let me know if your illness requires you to miss more than two consecutive classes. If you are sick for one or two it will not have a huge impact on your overall grade. But overall, if you miss a lot of quizzes it will have a significant impact on your course grade. So, it is important that you attend class and be prepared. Quizzes will be based on material assigned for that day and will occur daily throughout the semester. Point Solutions clickers(app) will be required for the quizzes and you should bring the clicker with you to each class.

**Exams:** We will test in-person during the scheduled class time using Respondus Lockdown Browser. NO MAKE-UP EXAMS will be given without a properly documented medical or business excuses arranged with the instructor (at least 1 day *in advance*). This holds for all students including those missing exams due to university sanctioned events. You will need a standalone calculator for exams and cannot use your phone as a calculator. You are allowed one 8.5” by 11” “cheat sheet” front and back. It can be handwritten, typed, or photocopied. If you miss an exam, the final exam may replace that exam. The final exam will replace one missed exam or will replace your lowest exam.

***Final exam policy***

You are required to take a common final in this class at the university scheduled *common final exam time*:  Friday, December 13 at 10:15am to 12:15pm**.** Please note that we will make exceptions for students who have a university excused absence. If you know you are going to have a university excused absence, please see your instructor immediately.  **Please note exceptions will NOT be made for any non-university excused absence.  These include: early-travel departure dates, vacations, business trips, weddings, attending other graduations, oversleeping, etc.**  **If you have any questions about a planned absence, see your instructor before making any plans.**

**DAILY SCHEDULE**

**DISCLAIMER:** Instructor may deviate from schedule as deemed necessary. Always check Blackboard for homework assignments.

|  |  |  |
| --- | --- | --- |
| **Week Aug 19** |  | **Chapter 1 & 2 (& Intro to Research Design)** |
| **Week Aug 26** |  | **Chapters 2 & 3** |
| **Week Sept 2** |  | **Labor Day, Chapter 3 and Review** |
| **Sept 5** |  | **Exam 1** |
| **Week Sept 9** |  | **Chapter 7 (probabilities)** |
| **Week Sept 16** |  | **Chapter 7 and 8 (sampling)** |
| **Week Sept 23** |  | **Chapter 8 and 9** |
| **Week Sept 30** |  | **Chapter 9 (confidence intervals)** |
| **Oct 3** |  | **Exam 2 (Ch. 7, Ch.8 & Ch.9)** |
| **Week Oct 7** |  | **Chapter 10 (one sample hypothesis)** |
| **Week Oct 14** |  | **Fall Break on October 15/Chapter 10** |
| **Week Oct 21** |  | **Chapter 10** |
| **Oct 24** |  | **Exam 3 (Ch. 10)** |
| **Week Oct 28** |  | **Chapter 11 (two sample hypothesis)** |
| **Week Nov 4** |  | **Chapter 11 (two sample hypothesis and research design)** |
| **Week Nov 11** |  | **Chapter 11 and chapter 12 (ANOVA)** |
| **Week Nov 18** |  | **Chapter 13 & 14 (regression)** |
| **Nov 21** |  | **Exam 4 (ch10, 11, 13, 14)** |
| **Week Nov 25** |  | **Thanksgiving** |
| **Weel Dec 2** |  | **Review for Final** |
| **Friday, Dec 13**  10:15am to 12:15pm |  | **FINAL EXAM**  **-Comprehensive Final Exam**  **-This is a common final.** |
|  |  |  |
|  |  |  |
|  |  |  |

**\*All exams are comprehensive.**

**UNIVERSITY OF ARKANSAS**

**COLLEGE OF EDUCATION & HEALTH PROFESSIONS  
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**I.**Program Affiliation**:**  **Career and Technical Education**

Course Number & Title:**CATE 48003: Problems (Word Processing)**

Professor: Betsy Orr  
Phone: Please email me for my cell phone number.  
Email:   [borr@uark.edu](mailto:borr@uark.edu)

Office: Peabody Hall, Room 315

**II.    Relationship to Knowledge Base:** SPECIALTY STUDIES

This course is primarily related to the InTASC National Standards for Teachers as one of the specialty studies.  The course concentrates on using productivity software (word processing, spreadsheet, and presentation graphics). The course is enhanced with supplemental activities that prepare students to incorporate new trends and computer technology into career and technical education settings.

**III.  Goals:**

This course is designed to provide an overview of computer technology for prospective teachers in career and technical education.  The main emphasis will be placed on the hands-on learning of word processing and multi media applications that are widely used in career and technical education programs and emerging trends and issues in computer technology.

**IV. Academic Integrity**

The Academic Integrity policy is strictly adhered to in this course. The policy should be reviewed at <http://catalogofstudies.uark.edu/2882.php>  The Academic Integrity Sanction Rubric should be reviewed at <http://catalogofstudies.uark.edu/2882.php>

The application of the University of Arkansas Academic Integrity Policy 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 Integrity Policy.  Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. **All assignments submitted in this course must be original and completed by the student submitting the assignments. Collaboration in this class is not allowed except when it is part of the assignment.**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals though programs of student 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."

**Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden**. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. 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 me. 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.

**Collaboration, working with another student enrolled in any section of CIED 1003, or any working with another individual on any of the assignments in this course are strictly forbidden.** All work submitted by students in this class must be expressly their own unique work. Copying any work from another student’s paper is not allowed.

Examples of violations, but not limited to:

Collaborating with another student or person to work on assignments in this course. One example of collaboration is looking up resources for assignments together, writing assignments together, discussing responses to assignments with another person to obtain additional information.

1. Submitting work as your own when you did not create the work.
2. Submitting work that has been previously offered for credit in another course.
3. Falsification of participation. Having someone else submit your work.
4. Plagiarizing, that is, one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarizing often leads the reader to believe that the person that submitted the work actually created the work.
5. Loaning a copy of your submitted work to another student or person.
6. Substituting your name on another student’s or person’s paper to lead the reader to believe that you created and/or developed the work.

**V.** **Inclement Weather**

**Inclement weather does not affect online courses.** Due dates do not change because of inclement weather. If a due date needs to be changed because of a **statewide outage** your Instructor will post the revised due date in Blackboard.

For information regarding whether the university is closed or an inclement weather day is declared (please remember, this course is not affected by inclement weather), use the following sources:

*This is an online class; therefore, inclement weather does not postpone due dates. All due dates are adhered to in this course unless the Instructor determines otherwise.*

**VI. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational 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. Please contact me the first week of class to discuss reasonable accommodations.

**VII. Assignments/Tasks**

All assignments are published in MindTap. **We are transitioning to no longer use MindTap. The program has not been user friendly for MAC users.**

All assignments must be submitted in Blackboard.

The Instructor does not accept assignments submitted via email.

All assignments require the use of a PC. All assignment directions are given correctly for PC users.

**Participants must have the following:**

* Access to a PC computer
* Microsoft Office (Word, Powerpoint, Excel.)
* Internet and Email access (Google Chrome)

**Competencies:**

Upon completion of this course, the student should be able to

Students will use Word commands to apply formatting, styles, and themes, and create elements such as numbered and bulleted lists and tables. Students will create specialized documents with multiple columns and graphics, and work with longer documents by adding headers, footers, and page numbers and work with document properties. (*Competencies for Business Technology Teachers 4.3, 9.1, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.13, 9.15,14.1, 14.2, 14.4, 14.5, 15.23, 15.25, 15.26, 15.27; INTASC Standards 1, 2, 4, 5, 7, 8; Aspiring Teacher 1, 3; ATS 1, 2, 4, 5, 7, 8)*

Students will learn Excel spreadsheet basics, how to enter and edit data, and how to change the appearance of worksheets; how to organize a worksheet, how to prepare a worksheet for printing, and how to enter formulas and functions. Students will also learn how to enhance a worksheet with graphics, conditional formatting, and comments. (*Competencies for Business Technology Teachers 5.1, 5.5, 5.6; INTASC Standards 1, 2, 4, 5, 7, 8; Aspiring Teacher 1, 3; ATS 1, 2, 4, 5, 7, 8)*

The lessons in Powerpoint will introduce the students to presentation graphics software. Working with the program, students will learn how to enter text and graphics to create slides they can use when delivering a presentation. Students will learn how to edit and enhance slides. They will insert and link information from other programs such as Word and Excel, insert sound and video to enhance the slides, and create SmartArt and WordArt on the slides. Students will learn animation and transitions. (*Competencies for Business Technology Teachers 4.3, 9.4 9.8; INTASC Standards 1, 2, 4, 5, 7, 8; Aspiring Teacher 1, 3; ATS 1, 2, 4, 5, 7, 8 )*

Students will research information from a variety of online resources to develop multimedia presentations.. (*Competencies for Business Technology Teacher 9.1,9.4, 9.6, 9.7, 9.8, 9.11; INTASC Standards 1, 2, 4, 5, 7, 8; Aspiring Teacher 1, 3; ATS 1, 2, 4, 5, 7, 8 ))*

**VIII. Content Outline (tentative, changes each semester based on the needs of the learners)**

Please contact Dr. Betsy Orr at [borr@uark.edu](mailto:borr@uark.edu) for the most current content outline.

**IX. Evaluation Policies**

Grades for the course will be based on successful completion of all required assignments **by the due date** **and time**.

Due dates are strictly adhered to in this course. The only exceptions made are if you are in the hospital or if there is a death in the immediate family. Appropriate documentation must be provided for both before the due date. If there is an immediate death in the family please provide the URL of the obituary or the funeral program. Should the need arise, please email Dr. Orr at [borr@uark.edu](mailto:borr@uark.edu) to discuss a new due date. Hospital documents may include admission papers. If your hospital stay is for a scheduled test or surgery you must complete the assignment in advance. Exceptions are only made for emergency surgeries (no advance notice was known by you). Athletes must submit assignments by the due date/time. Because this is an online course all students should be able to meet the deadline and additional time to complete assignments is not a factor in this course.

Any URL that is required for an assignment MUST be working correctly by the due date/time. If the URL is not a working URL this is equivalent to not submitting the assignment. Late submissions are not accepted for full credit. The URL must be correct at the time the assignment is due.

Grades will be assigned using the scale below:

A = Distinguished – 100% - 91%

B = High Quality – 90% - 81%

C = Acceptable – 80% - 71%

D = Poor Quality – 70% – 61%

F = Not Acceptable – below 61%

Extra credit will not be provided at the end of this course. Emails asking for extra credit at the end of the semester will not be responded to. Please do your best and adhere to deadlines and you will not be faced with needing a “better” grade.

**X**. Incomplete Policy: Students will not be given an incomplete grade in the course without sound reason and documented evidence. **In any case, for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.**

**XI. 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.

**WCOB MKTG 34303 – INTRODUCTION TO MARKETING**

**Section 013 – MWF 12:55pm-1:45PM**

Instructor Name: Gina Campbell

Instructor Email: GCampbell@walton.uark.edu

Class Location: WCOB0116

Class Time: MWF; 12:55pm – 1:45pm

Office Hours Time/Location: **WCOB 322/Tuesday and Thursday by appointment**

Icon

Description automatically generated linkedin.com/in/GinaNassiveraCampbell

**Course Description:**

Strategic planning and management of the marketing function within an organization, from a managerial viewpoint. Focused on the development and management of marketing strategies, planning and tactics that drive product, pricing, promotional, and distribution decisions.

**Prerequisite:** For business majors: BUSI 1033, ACCT 2013 and (ECON 2013 or ECON 2023), all with a grade of C or better; For Non-business majors: (BUSI 1033 or STAT 2303) and (ECON 2013 and ECON 2023) or ECON 2143.

**Student Learning Outcomes:**

At the end of this course, students will be able to:

1. Understand the foundational principles of Marketing
2. Develop an understanding of how Marketing works together with other areas of an organization
3. Discover the diverse areas of the Marketing discipline

**Textbook / Course Materials:**

* Open-sourced Text: <https://uark.pressbooks.pub/intromarketinguark/>
* We will also use other readings, podcasts, videos, and case studies sent via email or Blackboard.
* You are responsible for all **emails** sent to you, pertaining to this class, as assignments, materials, and class instruction will be provided via email, throughout the course.
* **Exams will be given through scantron.** You will need to have **Scantron 4521** sheets for each exam.

**MKTG 34303 Class Schedule**-*subject to change\*\*\*\*\**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Date** | **Focus** | **Resources** |
| Week 1 | Monday, Aug 19 | Course Introduction / Intro to Marketing | Course Syllabus |
|  | Wednesday, Aug 21 | What is Marketing and What Does it Do? | Open-sourced Text |
|  | Friday, Aug 23 | Case Study Group Work (NO IN-PERSON CLASS) | WARC |
| Week 2 | Monday, Aug 26 | Marketing in an Organization & External Forces | Open-sourced Text |
|  | Wednesday, Aug 28 | Meeting a Consumer Need | Open-sourced Text |
|  | Friday, Aug 30 | Case Study Group Work | WARC |
| Week 3 | Monday, Sep 2 | Labor Day - No Class |  |
|  | Wednesday, Sep 4 | Strategic Planning & Organizational Goals | Open-sourced Text |
|  | Friday, Sep 6 | Case Study Group Work | WARC |
| Week 4 | Monday, Sep 9 | Customer Decision Making / Journey | Open-sourced Text |
|  | Wednesday, Sep 11 | Marketing Ethics & Social Responsibility | Open-sourced Text |
|  | Friday, Sep 13 | Case Study Group Work | WARC |
| Week 5 | Monday, Sep 16 | Branding | Open-sourced Text |
|  | Wednesday, Sep 18 | Branding with Case Study | WARC |
|  | Friday, Sep 20 | Exam 1 Study Session |  |
| Week 6 | Monday, Sep 23 | Exam 1 |  |
|  | Wednesday, Sep 25 | Value Creation / UVP | Open-sourced Text |
|  | Friday, Sep 27 | Case Study Group Work | WARC |
| Week 7 | Monday, Sep 30 | Product Development | Open-sourced Text |
|  | Wednesday, Oct 2 | Product Packaging and Pricing | Open-sourced Text |
|  | Friday, Oct 4 | Case Study Group Work | WARC |
| Week 8 | Monday, Oct 7 | Marketing Communications Intro | Open-sourced Text |
|  | Wednesday, Oct 9 | Marketing Communications - Social Media, WOM | Open-sourced Text |
|  | Friday, Oct 11 | Case Study Group Work | WARC |
| Week 9 | Monday, Oct 14 | Fall Break - No Class |  |
|  | Wednesday, Oct 16 | Marketing Communications - Advertising, PR | Open-sourced Text |
|  | Friday, Oct 18 | Marketing Communications - Digital Media / Media Buying | Open-sourced Text |
| Week 10 | Monday, Oct 21 | Marketing Communications - Promotions & Partnerships | Open-sourced Text |
|  | Wednesday, Oct 23 | Case Study Group Work | WARC |
|  | Friday, Oct 25 | Exam 2 Study Session |  |
| Week 11 | Monday, Oct 28 | Exam 2 |  |
|  | Wednesday, Oct 30 | Market Research and Consumer Behavior | Open-sourced Text |
|  | Friday, Nov 1 | Consumer Behavior & Case Study | WARC |
| Week 12 | Monday, Nov 4 | Go-to-Market Strategies | Open-sourced Text |
|  | Wednesday, Nov 6 | Go-to-Market Strategies | Open-sourced Text |
|  | Friday, Nov 8 | Case Study Group Work | WARC |
| Week 13 | Monday, Nov 11 | Retail Marketing | Open-sourced Text |
|  | Wednesday, Nov 13 | Retail Marketing | Open-sourced Text |
|  | Friday, Nov 15 | Case Study Group Work | WARC |
| Week 14 | Monday, Nov 18 | Marketing business stakeholders | Open-sourced Text |
|  | Wednesday, Nov 20 | Marketing's effect on other departments | Open-sourced Text |
|  | Friday, Nov 22 | Exploring all areas of Marketing – Disciplines |  |
| Week 15 | Monday, Nov 25 | Exploring all areas of Marketing - Disciplines |  |
|  | Wednesday, Nov 27 | Thanksgiving Break - No Class |  |
|  | Friday, Nov 29 | Thanksgiving Break - No Class |  |
| Week 16 | Monday, Dec 2 | Exploring Marketing at the University of Arkansas |  |
|  | Wednesday, Dec 4 | Final Exam Study Session |  |
|  | Friday, Dec 6 | Reading Day - No Class |  |
| **Week 17** | **Dec 9 - 13** | **Final Exam Week** |  |

Any quizzes, in class assignments, or workshops cannot be made up, nor can speeches. Please make prior arrangements to ensure you can attend. ***This schedule is subject to change***. Please keep up with all emails and Blackboard notifications to properly prepare for class each week.

**Grading Breakdown & Principles:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Owner** |
| Exam 1 | 100 | Individual |
| Exam 2 | 100 | Individual |
| Marketing Lab | 20 | Individual |
| In-Class Assignments (12) | 120 | Individual |
| Final Exam | 100 | Individual |
| Attendance / Class Participation | 60 |  |
| Total | 500 |  |

Grading Scale:

* 450 - 500 = A
* 400 - 449 = B
* 350 - 399 = C
* 300 - 349 = D
* 0 - 299 = F

Grading Principles:

* Late assignments will not be accepted.
* Marketing Lab is a required part of our course curriculum for all MKTG 34303 classes
* Because substantive points in the course are derived from exams and assignments, I do not round up at the end of the semester or grade on a curve.
* Any quizzes, in class assignments, or workshops cannot be made up. Please make prior arrangements to attend.
* Attendance and Class Participation points are earned throughout the semester. 60 points based on attendance AND class participation. I enjoy taking breaks from lecture to talk about real life examples. Your input matters.
* Questions or concerns regarding an exam, attendance, or assignment grade should be addressed within **one week of that grade posting.**
* Questions or concerns regarding any grades, after the last class of the semester, will not be answered.
* Please ensure you:
  + Care about your grade and your assignments throughout the course
  + Take advantage of any extra credit made available
  + Ask questions and ensure you understand assignments as we talk about them in class
  + Adjust your calendar at the beginning of the semester to ensure attendance and participation

**Exams:**

All exams cover material from our class lectures and discussions, the course textbook, supplemental readings, and case studies. You are responsible for all materials assigned, even if we do not review them in class. Exam dates will only move under extreme circumstances.

**In-Class Assignments:**

There will be 12 assignments throughout the semester and will vary in activity and scope. Each assignment is worth 10 points, with the lowest scored assignment dropped at the end of the semester. You must be present during class to earn points for the assignment given that day. Class attendance does not guarantee full assignment credit.

**Cell phones and Professionalism:**

Please turn your cell phones to silent when class starts. Tablets and laptops should be left in bags, unless specified for a working session. Professionalism is a vital skill for business professionals. You are expected to treat people with respect, use appropriate language, and come prepared for a discussion each class. I reserve the right to ask students to leave if they violate this policy.

Email professionalism – we are training to become business professionals. Your emails should reflect your learnings to date, including: compelling subject line, concise and well stated content, and a conclusion that clearly underlines questions or action items needed. Punctuation, spelling, and proper grammar are expected.

**Attendance:**

This course is based largely on discussion and in-class activities; attendance is thus important to your success in the course. I will work diligently to provide an enriching and engaging course each week and ask that you work diligent to attend and be prepared.

If you miss a class:

1. Ask a classmate what you missed instead of e-mailing me first. In a business environment, starting with a co-worker should be your first step when possible.
2. It is your responsibility to keep up with any reading, reviews, or work you miss.
3. If you have a series of scheduled absences or must be quarantined/miss class due to an extended illness, please let me know with as much notice as possible.

Exams – if you are going to miss an exam due to illness or emergency, prior arrangements must be made with as much advance notice as possible. Notice must be received at least one hour prior to beginning of class on exam day. **It is your responsibility to make arrangements prior to the exam.** If I receive no notice and no prior arrangements, the exam cannot be made up. *Make up exams will not be the same exam as received during class.*

**Students with Disabilities:**

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 http://cea.uark.edu for more information on registration procedures).

**Respect for Diversity Statement:**

The Sam M. Walton College of Business values the diversity of its students, faculty and staff as a strength that is critical to our educational mission. The Walton College strives to be EPIC in valuing our differences, respecting everyone, and welcoming all.  We promise to provide a rich intellectual community that includes differences in race, ethnicity and national origin, gender and gender identity, age, disability, sexual identity, social class, and religion. We expect differences in values and opinions and welcome community members to share those. We promise to create an inclusive environment (in classrooms, work environments, and at events) in which each person is heard and treated with respect. We strive to create an environment of speaking up when challenges arise and of learning together.

**Academic Integrity:**

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 [https://honesty.uark.edu/policy](https://honesty.uark.edu/policy/). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

***Use of 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.

I would much rather you ask about these policies and how they apply to this course rather than report any violations / have you suffer penalties by not following them.

**Emergency Procedures:**

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](https://teaching.uark.edu/syllabus/emergencyprocedures.pdf), if a weather emergency occurs during our class:

* Always follow the directions of the instructor or emergency personnel.
* If told to evacuate, do so immediately.
* If told to shelter-in-place, find a room, in the center of the building with no windows, on the lower level of the building.
* If you cannot get to the lowest floor, pick a hallway in the center of the building.

In the event of armed assailants or physical attacks (CADD):

* CALL—9-1-1
* AVOID—If possible, self-evacuate to a safe area outside of the building.
* DENY—Barricade doors with desks, chairs, bookcases or similar objects. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet until police arrive.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Inclement Weather:**

When the university is closed, all classes are also cancelled. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations.

Campus Inclement Weather Policy: <http://safety.uark.edu/inclement-weather/>

**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](https://safety.uark.edu/emergency-preparedness/emergency-notification-system/).

**Notice:** All University of Arkansas policies should be adhered to, as noted by the University of Arkansas. It is the student’s responsibility to be familiar with and adhere to, included changes as found on official University of Arkansas postings and websites.

**Changes to the Syllabus:**

The syllabus is a tool to help you plan your time. Every effort is made to make it as complete as possible, but there may be occasions when change will be required, including changes in the grading components (assignments may be changed or dropped). **The instructor will announce any changes/deviations from this syllabus or course activities in class and will reinforce them through Blackboard.**

# SPCH 10003: Public Speaking Course Syllabus

Welcome to SPCH 10003! This course is certain to challenge you in a number of ways this semester as you engage in instruction and practice to answer the question, “*How do I communicate who I am and what I think?”* This course will require commitment and practice as you apply the communication techniques needed to organize and deliver oral messages in a public setting. Throughout the course, emphasis will be given to theory and practice of message strategies and preparation, audience analysis, and presentational skills.

# Instructor Information

Your instructor will be an invaluable part of your experience in the course and email is always the best way to reach your instructor; however, office hours will be scheduled should you need to discuss items outside of class. These hours may vary weekly and are always available by appointment. Be certain to communicate with your instructor regularly and respectfully.

# Required Text

Verderber, R., Sellnow, D., & Verderber, K. (2018). *SPEAK*4. Boston, MA: Cengage Learning.

Students enrolled in SPCH 10003 will automatically obtain course materials through the *First Day* program, which grants students first-day access to the eBook through Blackboard. Students are billed a discounted rate through their UAConnect account and have access to the materials for the duration of the course.

# Additional Required Items

* University of Arkansas e-mail account
* Smart Phone, Laptop or Tablet with recording capabilities

Please note: The course textbook is required of all students enrolled in the course; however, students who choose not to participate in the First Day program will need to opt-out of the program and obtain the textbook on their own. To opt-out, students should reference the email they receive from the bookstore about First Day. It will include a link to an opt-out page.

**Student Learning Objectives**

With appropriate effort and practice, at the end of this course students will be able to:

1. Prepare and deliver effective oral presentations, including (but, not limited to):
   * analyze the audience and choose topics appropriate to the audience, occasion, and purpose.
   * deliver in two distinct styles: extemporaneous, and impromptu;
   * deliver in four separate speech formats: epideictic, demonstration, informative, and persuasive;
   * demonstrate clearly and consistently an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation.
   * prepare effective formal outlines and speaking notes.
2. Incorporate appropriate strategies to manage and control public speaking anxiety.
3. Inform and advocate a position on a topic of significance to your particular audience. This includes:
   * conducting research,
   * evaluating the credibility and applicability of information and persuasive arguments for appropriate inclusion.
4. Utilize self- and peer- evaluations to improve future presentations.
5. Listen, analyze, and provide constructive feedback to oral presentations.

# COURSE ASSIGNMENTS

Students enrolled in the course will engage in the discipline in a number of ways. There are three main areas of instruction and assessment that include: **speeches, written work, and quizzes/participation/assignments**.

|  |  |  |
| --- | --- | --- |
| **Speeches**  Students will give a minimum of four major graded speeches during the course of the semester. All major speeches will be delivered extemporaneously and appropriate dress is required. (See textbook for details on dress  and extemporaneous delivery.) | **Written Work**  In addition to speaking, students will be required to reflect on skills learned and practiced through both a self-analysis and peer evaluation process. Both aspects of written work are a valuable component of the learning process. Written work  must be completed in APA format. | **Participation/Assignments**  Additional assignments, quizzes and in-class activities will be assigned throughout the course of the semester to increase growth and opportunity for understanding. |

# GRADES

Final grades are based on a point and percentage system, where your final grade will be determined by dividing the number of points earned by the total number of points possible. Students are encouraged to calculate individual grades periodically by dividing the points accrued by the points available at that time.

Because Blackboard errors do occur, final grades are always calculated by the instructor and may not reflect the percentage displayed in Blackboard.

Points will be distributed according to the table listed below:

|  |  |
| --- | --- |
| **Assignments** | |
| Speech 1: Introductory Speech | 50 points |
| Speech 2: Informative Speech 1 | 100 points |
| Speech 3: Informative Speech 2 | 150 points |
| Speech 4: Persuasive Speech | 200 points |
|  |  |
| Outline 1: Informative Speech 1 | 35 points |
| Outline 2: Informative Speech 2 | 35 points |
| Outline 3: Persuasive Speech | 35 points |
|  |  |
| Impromptu Speech(es) (3 speeches x 15 pts) | 45 points |
|  |  |
| Syllabus Quiz/Unit Quizzes | 100 points |
|  |  |
| Self-Analysis Journal (4 entries x 10 points) | 40 points |
|  |  |
| Participation/Assignments | 170 points |
|  |  |
| Peer Evaluations (10 points x 4 speeches) | 40 points |
|  |  |
| **Maximum points possible** | **1000 points** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | B | C | D | F |
| 100 -  90% | 89 –  80% | 79 –  70% | 69 –  60% | Below  60% |

Students should always save and back-up a copy of any work submitted to the instructor for evaluation and safely file any work that is returned.

 In the instance that a grade is incorrectly entered into Blackboard, it is the responsibility of the student to make the instructor aware of the error through verification of the grade assigned within two weeks of the grade posting. No grade corrections will be made after that point and without proper verification.

# Extra Credit

Students enrolled in SPCH 10003 may be provided opportunities throughout the semester to gain extra credit for work completed outside of the classroom. A maximum of 25 points may be earned and can be obtained at the discretion of your instructor, as an opportunity to increase participation, offer further practice with the material, or as a reward for additional effort put forth by a student. Students should not rely on extra credit as a substitute of assigned work.

# SPCH 10003 Research Pool

In an effort to maintain the Department of Communication highest research classification through the Carnegie Foundation, all students enrolled in SPCH 10003 are encouraged to participate in a department- sponsored research study. Participation is voluntary and points assigned for credits earned are at the discretion of the instructor. Students should inquire at the beginning of the semester for details related to assigned credit for their participation.

# Participant Registration

To participate, students must first enroll in the Department of Communication SONA Research Participation Pool. Students must register online as a participant via the research participation sign-up system [http://uark-comm.sona-](http://uark-comm.sona-systems.com/) [systems.com.](http://uark-comm.sona-systems.com/)

# Research Opportunities

Once registered in the SONA system, students will receive participation requests for available department-sponsored research. Participation is voluntary and research credit earned may be awarded as extra credit. In the event a student does not wish to participate in available studies, the student may request an alternate assignment from the instructor.

Registration via the research participation sign-up system must be completed no later than Friday, August 30, 2024. Students not registered by this deadline cannot participate in research opportunities. Access to available research studies will end Friday, December 6, 4:59 p.m.

Questions or concerns about registration or available studies should be directed to the Center for Communication Research, [CentCOMM@uark.edu.](mailto:CentCOMM@uark.edu)

# COURSE POLICIES

**Attendance**

Because class attendance and course grade are demonstrably and positively related, the University expects students to attend all class sessions of courses in which they are enrolled. The University expects instructors to be reasonable in accommodating students whose absence resulted from participation in 1) university- sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances.

Please be prepared to provide documentation (when requested) verifying the basis of any absences resulting from the above factors.

# Missed Speeches/Quizzes

Students are expected to give speeches on the day scheduled. Being unable to speak on the assigned day must be a **very rare occurrence that results from truly extraordinary circumstances beyond your control.** Students must meet certain conditions to be granted a make-up speech opportunity; however, there is no guarantee that a student will be able to deliver a speech other than the originally scheduled date. These conditions must be met before the instructor will consider allowing a make-up opportunity:

In the event a student cannot complete a unit quiz on the date it is scheduled, the absence **must be a result of an extraordinary circumstance beyond your control.** Advance notice and documentation are required for consideration of a make-up quiz. Students absent as a result of a University-sanctioned event, must complete the quiz BEFORE it is administered to the class.

1. The student must notify the instructor before class time on the date of the scheduled speech.
2. Students must be prepared to document the emergency or extenuating circumstance.
3. Students must submit an outline for every speech, even those that are missed.

Your instructor will determine if your circumstances and documentation warrant a makeup speech or quiz. If your instructor arranges a make-up opportunity, he or she may choose to impose a grade penalty, and may ask you to give your speech in front of an alternate audience, or offer the make-up quiz, at a time convenient for the instructor.

# Late Work

Students are expected to submit all assignments on the date and time assigned. However, in the event that a deadline is missed, the student may submit the assignment within 48 hours of the due date with a fifty percent deduction in value. In the event of an unforeseen event, the student must contact the instructor in advance of the date the written assignment is due to explain the circumstances. Exceptions to the late policy for written work will not be considered without advance notice. The instructor may request documentation to evaluate the circumstances as “extraordinary” or “beyond your control” and determine if the student may submit a late assignment without penalty. Poor time management, oversleeping, extra-curricular activities, etc., are not

deemed “extraordinary” circumstances.

**The penalty for submitting late work is a 50 percent deduction in value.**

**NO late work will be accepted beyond 48-hours of the due date.**

Students participating in University-sanctioned activities and programs, who will be out of town when an assignment is due, should arrange to turn their work in BEFORE leaving. Please note, under no circumstance will a student be granted make-up on any points accrued during a class meeting, including (but not limited to) in-class participation, peer evaluations, or class discussion.

Because the preparation outline is an integral component of a successful speech, you are required to submit an outline for every speech, even if it will be submitted beyond the 48- hour period for zero credit. No student speech will be evaluated without an approved topic and required preparation outline. Zero credit will be awarded for an outline that does not include an APA cited reference page.

# Cell Phones

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones ring and students respond in class (or leave class to respond), it disrupts the class. This is especially problematic in a public speaking course, when other students may be presenting their speeches when the mobile device goes off.

**Therefore, your instructor prohibits the use by students of cell phones, laptops, tablets, or similar communication devices during scheduled classes.** All such devices must be turned off or put in a silent (vibrate) mode and should not be taken out during class, unless instructed to do so.

 Should the student engage in such activity, the instructor reserves the right to provide a warning, request

the student leave the classroom, or deduct points from the student’s speech grade.

# Respectful Engagement

It is imperative that there be an atmosphere of trust and safety in the classroom. Patience, courage, introspection, and any number of qualities are necessary to engage in the material from the text, discussion and even a students’ own ideas and experiences. Sharing of ideas requires a level of respect due to each individual in the classroom. Students may present on topics of importance that may evoke strong emotion by others. Course discussion may do the same. All participants – students and instructor, must be mindful, aware and respectful of others.

As we become empowered to use our voices and as we learn and grow together, mistakes in speaking and listening may occur. While this may not have been the intention, it is necessary to make the instructor aware of any situation (created by students or instructor) that causes discomfort or offense. The impact of what happens throughout the course should be meaningful in a positive and productive way. Making your instructor aware of the situation ensures it can be utilized as a learning opportunity and not one that is ignored.

# Academic Integrity

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. All members of the University community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

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. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. It is not an acceptable defense to claim, “I didn’t know I was plagiarizing.”

Given the nature of a public speaking course, it’s particularly important for students to understand what constitutes **plagiarism.** Plagiarism is the intentional or unintentional representation of another person’s ideas or words as your own. All material submitted for evaluation must be the original work of the student and be produced in the current semester. Presenting another student’s work, submitting a whole or partial speech from a ‘file,” utilizing AI to generate sources or speech content, or not properly citing sources, all constitute plagiarism. It is also a form of academic misconduct to submit any speech, outline or paper written for another course, or a previous semester of COMM 1313/SPCH 10003.

**Artificial Intelligence Prohibited Use**

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.

Students presenting a speech from an outline that has been suspected of plagiarism will be reported to the Academic Integrity Office on both assignments and may receive two academic misconduct violations. If you are in doubt about whether an activity violates the academic integrity policy, it is your responsibility to ask your instructor ahead of time.

# Statement of Non-Discrimination

**Turnitin Website**

Students agree that by taking this course all required papers may be subject to submission review for textual similarity and/or writing generated by artificial intelligence to Turnitin.com for the purpose of detection of unoriginal writing, including plagiarism (whether human written or generated by artificial intelligence).

All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting unoriginal writing, including plagiarism of such papers. Use of the Turnitin.com service is subject to the Turnitin Acceptable Use posted on the Turnitin.com website.

It is the policy of the University of Arkansas to prohibit sexual harassment, gender discrimination, harassment and misconduct in a school’s educational programs and activities. The University of Arkansas is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At any time, anyone experiencing discrimination and/or sexual harassment while at the university may report it to a compliant officer appointed by the chancellor.

Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment.

For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd). Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor’s Department Chair. Please visit the OEOC website at <http://oeoc.uark.edu/>.

# Recording Course Activity and Class Lectures

In SPCH 10003 speeches may be recorded and posted in Blackboard for self- and/or peer evaluation. The redistribution of audio or video recordings from the course to individuals who are not students in the class is prohibited without the express written permission of the faculty member and any of the students who are recorded.

By attending this class, the student also understands the course may be recorded and consents to being recorded for official university educational purposes. Incidental recording may also occur before and after official class times.

Students may not download, store, copy, create, alter, post, share, or distribute in any manner all or any portion of the class or class recording, e.g. a 5-second recording sent as a private message, or online post, is a violation of this provision.

**Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges.** 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.

# Students with Additional Needs

This provision may protect the following interests: faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law.

Any commercial use or publication of lecture material without the permission of the instructor is prohibited and will be reported as an Academic Integrity Violation. Tape-recording and/or any other form of electronic capturing of a class is expressly forbidden.

Be aware that this is a legal matter involving intellectual property rights. Arkansas common law and federal copyright law protect the course syllabus and lectures. Students are authorized to make one set of notes for personal use and no other use (as a derivative work of course lectures). Students are not authorized to record lectures, to share notes, or to make any commercial use of them without expressed, prior permission from your instructor. An exception to this policy is made only in the case of Center for Educational Access accommodations or EMPOWER students; but this remains limited to personal, non- commercial, non-public use.

To request academic accommodation based on the impact of a disability, students should contact the Center for Educational Access, 209 ARKU, 479-575-104, [ada@uark.edu](mailto:ada@uark.edu), <http://cea.uark.edu/>. Students are required to provide documentation from the Center for Educational Access prior to receiving accommodations.

# Additional Resources

Students are encouraged to take advantage of the University of Arkansas Academic Success Center programs, located in the Center in the CORD: Cordia Harrington Center for Excellence. If at any time a student needs additional instruction, writing assistance, or tutoring, support through Student Success is available.

Appointments can be made for writing support through the Writing Studio website:

<https://success.uark.edu/academic-initiatives/writing-studio.php> or visit the office in CORD 0209.

# Inclement Weather

In the event of a campus closure as a result of inclement weather, all on-campus day and evening classes will be canceled. Instructors will provide students alternate instruction in the form of recorded lectures, assignments, readings, instructional materials, or other alternative forms of instruction. Students should expect to complete alternate instruction as assigned for each class period that may be canceled.

# 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 [http://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 unable to 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 911 and engage in one of the following:

* AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions issued by emergency responders.
* DENY- Barricade the door with desks, 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 is safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from the attack.

**APPENDIX E – 3**

**Technology Education Syllabi**

**ASTM 16103**

**Fundamentals of Agricultural Systems Technology**

|  |  |
| --- | --- |
| **Lecture:** M, W, F; 9:40 - 10:30 a.m.  310 Kimpel Hall  **Textbook**: *Introduction to Agricultural Engineering Technology* (Field & Sollie; any edition - I use the 4th edition, so chapter and page numbers may differ if you have an older edition.)  **Student Office Hours:** 7:30 – 9:15 M, W, F, or by appointment. You are also welcome to just drop by my office for a quick visit. | **Instructor:**  Donald M. Johnson, University Professor  E111B AFLS Building Fayetteville, AR 72701  Contact Info:  Email: [dmjohnso@uark.edu](mailto:dmjohnso@uark.edu) (preferred contact method)  479-575-2039 (office)  479-790-8115 (cell)  **Graduate Assistant:**  Austin Fruge, Ph.D. Student  Email: [fruge@uark.edu](mailto:fruge@uark.edu) |

**Catalog Description:**

Introduction to basic physical concepts important in mechanization of agriculture: units, dimensional analysis, work, torque, power, speed ratios, energy use, electricity, environmental control, and agricultural machinery.

**Helpful Hints:**

My “Top 10” suggestions for success in this class are: (1) attend and participate in each class meeting; (2) ask questions if you don’t understand; (3) take notes; (4); form a study group; (5) do the weekly homework early; (6) work the in-class practice problems for yourself; (7) study by doing the things you will be required to do on the exams; (8) apply the course content to your everyday life; (9) take advantage of student office hours; and (10) get plenty of sleep (but not in class!).

**Course Units and Objectives:**

Upon successful completion of this course, you should be able to:

**Unit I: Problem Solving and Applied Technology**

1. Define agricultural systems technology, describe the major areas of the discipline, and describe career opportunities.
2. Describe commonly used problem-solving methods and correctly use appropriate method(s) to solve problems related to agricultural systems technology.
3. Use generative AI in an ethical manner to solve technical problems.
4. Identify and describe the simple machines and determine the actual and theoretical mechanical advantage and efficiency of simple and complex machines.
5. Define and calculate (using correct units) work, power, torque and horsepower and explain their relationships to force, distance and time.
6. Describe mechanical power trains and determine direction of rotation, speed, torque and horsepower at any point in the power train.
7. Describe basic principles of hydraulics and calculate hydraulic system output.

**Unit II: Agricultural Power and Machinery Management**

1. Identify the major components and describe the principles of operation of spark-ignition and compression-ignition internal combustion engines.
2. Define and calculate piston displacement; engine displacement; compression ratio; indicated, brake, friction, pto, and drawbar horsepower; and mechanical, volumetric and thermal efficiencies for given internal combustion engines.
3. Estimate horsepower (bhp, pto or dbhp) available from a given tractor under specific use conditions.
4. Interpret OECD and Nebraska Tractor Test results.
5. Define and calculate machinery capacity and efficiency.
6. Determine tractor equipment systems required to complete field operations in a timely manner given specific conditions.
7. Calibrate commonly used application and seeding machines.
8. Explain “precision agriculture” concepts and components such as GPS, GIS, VRT, machine learning, and artificial intelligence.

**Unit III: Land Measurement and Water Management**

1. Accurately measure and/or calculate distances, angles and areas using accepted practices.
2. Describe the processes of differential and profile leveling and record a set of field notes for each.
3. Describe causes of soil erosion, methods of reducing erosion, and determine the rate of erosion using the Revised Universal Soil Loss Equation (RUSLE).
4. Describe major types of irrigation systems and make basic irrigation calculations.

**Univ IV: Agricultural Structures and Electricity**

1. Identify basic agricultural building types, structural components, and construction methods.
2. Calculate the heat flow through a building component given a description of the component's composition.
3. Describe principles of heating and ventilation of agricultural structures.
4. Define basic electrical terms and measure and/or calculate voltage, amperage, resistance, watts, kilowatts, kilowatt-hour, power factor, etc.
5. Describe electrical characteristics of series, parallel and series-parallel circuits.
6. Describe basic electric circuit components/requirements.
7. Program a microcontroller to perform a specific task.

**Student Assessment:** Your grade in this class will be based on the following activities:

* + Four Unit Exams\* @ 10% each = 40%
  + One Comprehensive Exam\*\* @ 20% = 20%
  + In-Class Assignments and Quizzes\*\*\* (throughout semester) = 20%
  + Weekly Homework\*\*\*\* = 20%
  + Optional Extra Credit (Technology Learning Experiment)\*\*\*\*\* = 5%

**Total = 105%**

**\***All **exams will consist of two sections**. Section one will be *closed-book* (approximately 30 - 40% of total points), and will deal with key concepts, definitions, understandings, etc. Section two (approximately 60-70% of total points), will emphasize the use of information to solve practical problems. On section two, you may prepare and use one 4” x 6” index card with formulas and other information you chose to include.

\*\*The **comprehensive final exam** will be given on the date and time scheduled in the university final exam schedule. You may use up to four 4” x 6” index cards on the note-card portion of the final exam.

**Note:** Exams must be completed on the scheduled date and time unless pre-approved by your instructor or you present documentation of a university-approved absence. Cell phones may not be used and must be stored during exams.

\*\*\*In-Class Assignments and Quizzes are designed to encourage attendance and to provide you with an opportunity to recall and apply what we are learning in class. In-class assignments and quizzes can be completed outside of class only if you have a university-approved absence. In such cases it is your responsibility to make timely arrangements to complete the in-class assignment or quiz.

**\*\*\*\*Homework** will be posted to the course Blackboard site on Mondays and will be due before the beginning of class on the following Friday, unless otherwise announced. **Because homework and in-class assignments will be discussed in class and homework keys will be posted to the Blackboard site, no late assignments will be accepted, regardless of why the assignment is late.** All homework must be submitted through the appropriate Blackboard submission link. You may work with other students in completing the homework assignments; however, you must do your own work – merely copying or rewording another student’s answers is a violation of the UA Academic Honesty Policy.

\*\*\*\*\*Extra Credit (Technology Learning Experiment). To earn extra credit students must complete all components of the Technology Learning Experiment covering content normally included in this course. This involves completing all regular class/lab activities and student surveys. Completion of the surveys is optional for the class but is required for extra credit. As an alternative to participating in the technology learning experiment, students may choose to write a 5-page paper on an emerging technology in agricultural systems; the topic must be approved by the instructor. You will only receive extra credit points for completing one of the extra credit assignments.

**Grades** will be earned on a point basis:

90- 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

<60% = F

**Important Note:** The course percentage in Blackboard is NOT your official average.Your official course average is calculated as follows:

Final Average = [(Unit Exam % x 40) + (Final Exam % x 20) + (In-class/Quiz % x 20) + (HW % x 20) + Extra Credit (5%).

So, assuming a student has 90% (unit exams), 85% (final exam), 95% (in-class assignment /quizzes), 92% (homework), and completed the extra credit, that student would have a 95.4 average and would earn an “A” for the course as calculated below:

Final Average = [(.90 x 40) + (.85 x 20) + (.95 x 20) + (.92 x 20) + (5) = 95.4 🡪 A

This also points out the importance of the in-class and homework assignments to your grade. For example, assume a student averages 55% on the unit and final exams, 95% on the in-class assignments/quizzes and the homework and completes the extra credit. That student would still pass the class with a 76% average and earn a “C” in the course. (Of course, I am NOT advocating that you do poorly on your exams, I’m simply pointing out that 45% of the points in the course are under your direct control!)

**Academic Honesty:** Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy. “Responsibility for understanding and adhering to the values of academic integrity, including being familiar with and complying with this policy, lies with individual students as members of the University community.” The policy and the sanction rubric may be found at Academic Integrity Policy ([http://honesty.uark.edu/policy/index.php)](http://honesty.uark.edu/policy/index.php) and Integrity Sanction Rubric [(http://provost.uark.edu/246.php)](http://provost.uark.edu/246.php). 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. All students are expected to comply with the standards of academic honesty. Any violations will be dealt with in the manner specified in the policy. If you have questions about how these policies apply to this course or to any assignment you should immediately contact me.

A couple of specific points for clarification: Working with one or more students on in-class and homework assignments is permitted (in fact, it is encouraged!), but **copying another student’s work and submitting it as your own work is not permitted and constitutes a violation of the Academic Integrity Code. On all exams, you should do your own independent work and neither receive help from nor aid another student on any part of the exam.** The use of ChatGPT or other generative artificial intelligence programs may be used only if the assignment specifically allows use. If the assignment does not contain the words, “ChatGPT or similar generative AI programs may be used, use of such programs will be considered a violation of the Academic Integrity Policy.

**Use of Generative Artificial Intelligence (AI).** Generative AI platforms, including ChatGPT, are an important tool in agricultural systems so you need to develop proficiency in their ethical use. Toward this end, several course assignments will allow/require the use of generative AI. Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on these activities. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this explicit 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.

**Cell Phones and other Electronic Devices:** As a courtesy to classmates, please set your cell phone (or similar device) to “silent” mode prior to class. No cell phone, electronic tablet, or computer use is permitted during exams. Cell phones, electronic tablets, or computers may not be used as calculators during exams.

**Center for Learning and Student Success (CLASS+) website:** [**class.uark.edu**](http://class.uark.edu/) +Tutoring, +Writing Support, +Supplemental Instruction, +Academic Coaching

**Educational Accommodation(s):** Students registered with the UA Center for Educational Access will receive all accommodations to which they are entitled.

**Inclement Weather:** Class will meet at the regularly scheduled time if the University is open.

**Email and Announcements:** In this class our official mode of communication is through your uark.edu email account and announcements on the Course Blackboard site. Students are responsible for checking their UARK accounts and the announcement page regularly*.*

**Tentative Course Calendar (Any Significant Changes will be Announced in Class)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week and Dates** | **Topic** | | **Chapter Reading** |
| 1 - August 19, 21, 23 | Introduction and Problem Solving in Ag Systems | | 1, 2 |
| 2 - Aug. 26, 28, 30 | Technical Concepts; Simple Machines | | 3, 4 |
| 3 - Sept. **2**, 4, 6 | **Labor Day;** Complex Machines | | 4, 6 |
| 4 - Sept 9, 11, 13 | Mechanical and Fluid Power Transmission; | | 6 |
| 5 - Sept **16**, 18, 20 | **Exam #1**; I.C. Engine Operating Principles | | 5 |
| 6 - Sept 23, 25, 27 | Tractors and Power Measurement | | 7 |
| 7 – Sept 30, Oct 2, 4 | Equipment Efficiency and Sizing | | 9 |
| 8 - Oct. 7, 9, **11** | Machinery Calibration; Precision Agriculture; **Exam #2** | | 8, 29 |
| 9 - Oct. **14**, 16, 18 | **Fall Break**; Land Measurement: Distances, Angles and Areas | | 12, 13 |
| 10 - Oct. 21, 23, 25 | Differential and Profile Leveling | | 15 |
| 11 – Oct. 28, 30, Nov. 1 | Differential and Profile Leveling; Erosion and Erosion Control | | 15, 18 |
| 12 – Nov. 4, 6, **8** | Erosion and Erosion Control; **Exam #3**; | | 18 |
| 13 - Nov. 11, 13, 15 | Electricity and Electronics | | 25, 26 |
| 14 - Nov. 18, 20, 22 | Electricity and Electronics; Agricultural Structures | | 25, 25 |
| 15 - Nov. 25, 27, **29** | Agricultural Structures; Psychrometrics; **Thanksgiving Holiday** | | 25, 26 |
| 16 - Dec. **2**, 4 | **EXAM 4**; Course Wrap-up, Review and Evaluation | |  |
| 17 - Wednesday, **Dec. 11** (10:15 a.m. - 12:15 p.m.) | | **Comprehensive Final Exam** | All |

Tentative Exam dates are **bolded**.

|  |  |  |
| --- | --- | --- |
| **A logo for a university  Description automatically generated** | **ASTM 31002/31001**  **Small Power Units & Turf Equipment** |  |

**Instructors**

|  |  |
| --- | --- |
| Will Doss, PhD, Assistant Professor  Agricultural Education, Communications, and Technology  Office: AFLS E111A  Phone: 479-575-3799  Email: wd009@uark.edu  Office Hours: TR 8:00am-11:00am  Or by appointment | Sarah James  Graduate Assistant – AECT  Office: AFLS D112  Email: sfjames@uark.edu  Office Hours: MW 9:00am – 12:00pm  Or by appointment |

**Time and Location**

|  |
| --- |
| Lecture: T/Th, 2:00 pm – 2:50 pm, ASTC  Lab (001): T, 3:05 pm – 4:45 pm, ASTC  Lab (002): Th, 3:05 pm – 4:45 pm, ASTC |

**Course Description**

Principles of operation, adjustments, maintenance, and troubleshooting of small, air-cooled power units, including various engine systems, service and maintenance of turf equipment and machinery.

**Course Objectives**

At the completion of the course, the learner will be able to:

1. Describe engines used in the agricultural and turf industry according to size, cylinder arrangement, ignition method, strokes per cycle, shaft orientation, and cooling method,
2. Apply proper safety procedures while evaluating small power units,
3. Calculate piston displacement, compression ratio, indicated, brake, friction, and PTO horsepower(s), and mechanical, volumetric and thermal efficiencies for given internal combustion engines,
4. Describe and analyze various engine systems including, compression, fuel, intake and exhaust, governor, ignition, electrical, and lubrication and cooling,
5. Conduct and interpret the results of engine tests,
6. Apply principles of operation of mechanical and hydraulic power transmission systems, and
7. Maintain and troubleshoot equipment used in the small power unit applications.

**Required Materials**

* ANSI Z87.1 Safety Glasses
* Appropriate Shop Clothing
* Simple Function, Non-Programmable Calculator
* Plastic Storage Bin with Lid (1 per group)
* Roll of Blue shop Towels (1 per group)

**References (not required)**

Radcliff, R. B. (2016). *Small Engines* (4th ed.). American Technical Publishers.

Briggs and Stratton Power Portal Website: [www.thepowerportal.com](http://www.thepowerportal.com)

Roth, A. C., Fisher, B. J., & Gauthier, W. S. (2023). *Small Gas Engines* (12th ed.). Goodheart-Wilcox.

**DESCRIPTION OF COURSE GRADING (ASTM 31002)**

|  |  |
| --- | --- |
| **Course Assignments** | **Grade Percentage** |
| Homework and In-class Assignments | 25% |
| Quizzes | 25% |
| Exams | 30% |
| Final Exam | 15% |
| Attendance | 5% |

**DESCRIPTION OF LAB GRADING (ASTM 31001)**

|  |  |
| --- | --- |
| **Lab Assignments** | **Grade Percentage** |
| Daily Lab Activities | 50% |
| Daily Lab Safety Performance | 10% |
| Lab Practical 1 | 20% |
| Lab Practical 2 | 20% |

A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = Less than 60%

**Participation, Attendance, and Other Assignments**

You are expected to act like a professional. This includes attending all class sessions and actively participating in all class activities.

**Safety in the Laboratory**

All students must participate in required safety training presented during lecture and demonstrated during lab. A safety quiz will be given and laboratory participation will be allowed once you have made a 100% score on this quiz. All students will be asked to acknowledge receipt of training and will be required to adhere to all safety rules when participating in laboratory activities.

**Engine Troubleshooting**

Please understand that this lab requires that you bring your own small (4-stroke) engine (preferably Briggs & Stratton)

that does not run that can be used for the trouble shooting portion of the lab activity. This could be a push mower, or an engine off of a generator, pressure washer, or anything else that would have a small engine on it. This is an essential part of the lab and it is important that you do not wait around to find an engine. You should have an engine located from home, family, friends, or neighbors by the March 26th lab just after spring break. You will troubleshoot the engine and after finding out what issues it has you can decide what needs fixing. You will find that most Briggs & Stratton tune-up kits and parts are relatively inexpensive and readily available locally and online. If you have any questions regarding this section of the lab please reach out to me. Please note the grade for this assignment will be considered a lab practical.

**Attendance and Make-up Exams and Assignments**

Students’ class attendance and participation are required. Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above-mentioned absences should be arranged **before** missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Late work will be accepted with a 20% penalty per week. Extension of a due date will not be considered on the day an assignment is due. Students should contact the instructor or teaching assistant if they are expecting to be unable to meet a deadline. No assignments will be accepted after the last day of regularly scheduled classes. Incomplete grades will only be given in accordance with University policy and only if arrangements have been made with the instructor prior to the last day of regularly scheduled classes.

**Use of Technology During Instruction**

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. However, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

**Generative Artificial Intelligence Use**

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 atribution. Without

this permission, the use of generative artificial intelligence tools in any capacity while completing

academic work submited for credit, independently or collaboratively, will be considered academic

dishonesty and reported to the Office of Academic Initiatives and Integrity.

**Academic Integrity**

As commonly defined, plagiarism consists of passing off as one’s own, ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism of you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any communications field plagiarism harms the profession as a whole.

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.

**About the Course**

Understanding the operation and maintenance of small engines and turf equipment is a valuable skill for everyone. Whether you have your own lawn equipment or even own a small engine repair shop, skills learned in this class will be valuable and can save your time and money. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

* Complete all assignments thoroughly, in a timely manner.
* Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
* Be on time for all class sessions and activities.
* Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
* Be honest and submit your own original work.
* Participate in class discussions and activities; this helps you as well as all of your classmates.
* Enjoy this class!

You can expect me to:

* Provide learning opportunities that advance your knowledge and development in agricultural education.
* Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
* Be fair in my grading and assessment of your work.
* Provide you with timely, constructive feedback on your work.
* Enjoy this class!

**About Me**

I grew up near Grand Saline, Texas where I was in agricultural education classes and FFA from 8th grade through my senior year. I received by BS degree in Agricultural Science and my MS degree in Agricultural Leadership, Education, & Communications from Texas A&M University. While working on my BS degree, I also had the opportunity to work for Texas AgriLife Extension in biofuels and crop testing. While finishing the second half of my MS degree, I worked at Bryan ISD as a technology education teacher and an agricultural education teacher for two years. I then moved closer to my hometown and taught at Van ISD as an agricultural education teacher for three years. After my fifth year of teaching, I went to Texas Tech University where I received my PhD in Agricultural Communications and Education. I then became a professor at Texas A&M-Commerce in agricultural education and mechanics for one year. Now I am at the University of Arkansas where I hope to make a positive impact in agricultural education in the state of Arkansas.

**Copyrights**

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

**Inclement Weather**

In the event of extremely hazardous weather, the University may announce that the inclement weather policy is in effect. You may call 575-7000 after 5:00am for announcements. Announcements are also made on the KAUF Radio (91.3 FM) as well as local radio and television stations. Students should be aware that this policy applies to University offices and support services and is not related to the schedule of classes. Students should consult directly with the instructor about this course.

**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 <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, and
* Stay in the center of the room, away from exterior walls, windows and doors.

**Violence/Active Shooter (CADD)**

* **CALL** 911
* **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, and
* **DEFEND** – Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**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](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fservice.uark.edu%2Fservices%2Fpantry&data=04%7C01%7Cestepp%40uark.edu%7Ca3de29068f31456c6fab08d96183eae6%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637648041525796056%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=zlv7YFNEnYNbo5%2BorygjIw%2BMiFoIc4DXuaTZt5fVoMk%3D&reserved=0) or email [pantry@uark.edu](mailto:pantry@uark.edu).

**Disability Accommodation**

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 arrange 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](http://cea.uark.edu/) for more information on registration procedures).

**ASTM 31002 Course Schedule**

(Course topics and schedule may be updated at the discretion of the instructor)

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Day** | **Lecture Topic** | **Assignments Due** |
| 1 | Jan 16 | Introductions, Syllabus, & Safety |  |
| Jan 18 | Engine Classification & Identification | Safety Quiz (Submit Online) |
| 2 | Jan 23 | Engine Systems & 4-Stroke Theory |  |
| Jan 25 | Compression |  |
| 3 | Jan 30 | Parts of the Compression System | Homework: Reading Micrometers |
| Feb 1 | Fuels and Combustion Chemistry | Homework: Compression Calculations |
| 4 | **Feb 6** | **Cooling Systems (Online Class)** |  |
| Feb 8 | Fuel Systems & Carburetion |  |
| 5 | Feb 13 | Governor Systems | Homework: Exam 1 Review |
| Feb 15 | **Exam 1** |  |
| 6 | Feb 20 | Basics of Electricity |  |
| Feb 22 | Electrical & Ignition System Components |  |
| 7 | Feb 27 | Multiple Cylinder Engines |  |
| Feb 29 | Power, Work, & Horsepower |  |
| 8 | Mar 5 | Engine Performance | In Class Assignment: Dynamometer Curve |
| Mar 7 | Engine Dynamometer Testing | Homework: Engine Power & Efficiency Calculations |
| 9 | Mar 12 | Lubrication Systems | Homework: Exam 2 Review |
| Mar 14 | **Exam 2** |  |
|  | **Mar 19** | **Spring Break – No Class** |  |
| **Mar 21** | **Spring Break – No Class** |  |
| 10 | Mar 26 | Preventative Maintenance | In Class Assignment: Engine Tune-up & Maintenance |
| Mar 28 | Two-Stroke Engines |  |
| 11 | Apr 2 | Diesel Fuel Systems & Fuel Injection |  |
| Apr 4 | **FFA State CDEs – No Class** |  |
| 12 | Apr 9 | Diesel Engines |  |
| Apr 11 | Diesel Engines | In Class Assignment: Diesel Engines |
| 13 | Apr 16 | Hydraulic Systems |  |
| Apr 18 | Power Transmission | Homework: Hydraulic Calculations |
| 14 | **Apr 23** | **AR FFA Convention – No Class** |  |
| Apr 25 | Lawn & Brush Equipment |  |
| 15 | Apr 30 | Lawn & Garden Tractors |  |
| May 2 | Course Wrap-up and Review | Homework: Exam 3 Review |
|  | May 9 | **Final Exam** (Thursday, 12:45 PM – 2:45 PM) | |

**ASTM 31001 Lab Schedule**

(Course topics and schedule may be updated at the discretion of the instructor)

|  |  |  |
| --- | --- | --- |
| **Week** | **Day** | **Lab Activity** |
| 1 | Jan 16 | Lab 1: Introduction, Tool ID, Safety, Pre-Run Engine Start Up |
| Jan 18 | Lab 1: Introduction, Tool ID, Safety, Pre-Run Engine Start Up |
| 2 | Jan 23 | Lab 2: Engine Part ID, Compression, Ignition, Precision Measures |
| Jan 25 | Lab 2: Engine Part ID, Compression, Ignition, Precision Measures |
| 3 | Jan 30 | Lab 3: Carburetor Disassembly and Inspection |
| Feb 1 | Lab 3: Carburetor Disassembly and Inspection |
| 4 | **Feb 6** | **Lab 4: Cooling Systems (Online)** |
| Feb 8 | **Lab 4: Cooling Systems (Online)** |
| 5 | Feb 13 | Lab 5: Governor Systems and Complete Disassembly |
| Feb 15 | Lab 5: Governor Systems and Complete Disassembly |
| 6 | Feb 20 | Lab 6: Reassemble Single Cylinder Engine (Part 1) |
| Feb 22 | Lab 6: Reassemble Single Cylinder Engine (Part 1) |
| 7 | Feb 27 | Lab 7: Reassemble Single Cylinder Engine (Part 2) |
| Feb 29 | Lab 7: Reassemble Single Cylinder Engine (Part 2) |
| 8 | Mar 5 | Lab 8: Single Cylinder Engine Run Test |
| Mar 7 | Lab 8: Single Cylinder Engine Run Test |
| 9 | Mar 12 | Lab 9: Lab Practical |
| Mar 14 | Lab 9: Lab Practical |
|  | **Mar 19** | **Spring Break – No Lab** |
| **Mar 21** | **Spring Break – No Lab** |
| 10 | Mar 26 | Lab 10: Personal Engine Troubleshooting |
| Mar 28 | Lab 10: Personal Engine Troubleshooting |
| 11 | Apr 2 | Lab 10: Personal Engine Troubleshooting |
| Apr 4 | **FFA State CDEs – No Lab** |
| 12 | Apr 9 | Lab 10: Personal Engine Troubleshooting |
| Apr 11 | Lab 10: Personal Engine Troubleshooting |
| 13 | Apr 16 | Lab 10: Personal Engine Troubleshooting |
| Apr 18 | Lab 10: Personal Engine Troubleshooting |
| 14 | **Apr 23** | **No Lab – AR FFA Convention** |
| Apr 25 | Lab 10: Personal Engine Troubleshooting |
| 15 | Apr 30 | Lab 11: Hydraulic Systems and Lab Cleanup |
| May 2 | Lab 11: Hydraulic Systems and Lab Cleanup |

**\*Lab handouts for each activity are due at the end of the lab period.**

**ASTM 31703/31700L**

**Electricity in Agriculture**

|  |  |
| --- | --- |
| Lecture: 11:50 a.m. - 12:40 p.m.  (12:00 – 12:50 p.m.)  Monday & Wednesday  Abernathy Lab | Donald M. Johnson, University Professor  E111B AFLS Building  [dmjohnso@uark.edu](mailto:dmjohnso@uark.edu)  479-790-8115 |
| Lab: 12:55 - 2:40 p.m.  (12:50 – 2:35 p.m.)  Wednesday  Abernathy Lab | Henry Akwah, Graduate Assistant  D110 AFLS Building  AFLS Building  [hoakwah@uark.edu](mailto:hoakwah@uark.edu) |

**Textbooks:** Required: ***Fundamentals of Electricity for Agriculture***, 3rd Ed. (Gustafson & Morgan). Available free on-line through UA Library. Access using this link:<https://uark.libguides.com/ASABE>

Required: ***Wiring Handbook for Rural Facilities, Fifth Edition***(MWPS, 2020).

Optional: ***Applied Industrial Electricity***, Kuphaldt, T.R., & Haugherty, J.R. Iowa State University Digital Press. Available free online at <https://iastate.pressbooks.pub/electriccircuits/>

**References**: 2017 Agricultural Wiring Handbook (NFEC); 2023 National Electrical Code (NFPA, 2022). These two references are available for student use. **Do not purchase**.

**Equipment:** Calculator - bring to **class and lab** each period; Type II eye protection (ANSI Z.87 approved - required for lab activities beginning in the 3rd week)

**Catalog Description:**

Principles of electric circuits; wiring of home, farmstead, and other agricultural structures; selection of electric motors and their care and application in the broad field of agriculture; lighting and special uses of electricity such as heating and electrical controls. Lecture 2 hours, laboratory 2 hours per week.

**General Course Objectives:** Upon successful completion of this course, you should be able to:

**Unit #1: Basic Principles of Electricity** (January 17 – February 5)

*This unit serves as the basis for subsequent activities in this course. A basic understanding of electrical units, measurements and relationships is essential for working with electricity and electrical wiring.*

1. Define electricity and explain the conventional and electron theories of electrical current flow.

2. Describe the effects of various levels of electrical current flow on humans and describe and observe approved electrical safety practices.

3. Describe characteristics of DC and AC electricity, including uses and method(s) of generation.

4. Define, measure and/or calculate the following circuit characteristics: voltage, amperage, resistance, watts, kilowatts, kilowatt-hours, inductance, capacitance, impedance, true and apparent power, and power factor.

5. Identify electrical circuit components, functions and various circuit conditions.

6. Explain the physical and electrical characteristics of simple, series, parallel and combination resistive electrical circuits.

7. Analyze series, parallel and combination R, RC and RCL circuits.

8. Describe the electrical generation and distribution system from the electric utility to the customer service transformer.

**Unit #2: Electrical Planning and Wiring** (February 7 – March 11)

*In this unit you will develop understanding and abilities used in planning building electrical services and in planning and wiring branch circuits common in agricultural structures. (Keep in mind that this course is not designed to train electricians.)*

9. Describe the residential/on-farm/small industrial electrical distribution systems from the service transformer to the end-use point.

10 Describe common three-phase (delta and wye) and single-phase (3-wire and 4-wire, 120/240 volt) electrical systems.

11. Define the term “electrical grounding” and explain the purposes of system grounding and equipment grounding.

12. Determine the total connected load and the demand load for residential and non-residential farm buildings and light industrial buildings and size building service entrance panels.

13. Locate and size the main electrical distribution point (and service equipment) for a farmstead or agribusiness facility having a central point distribution system.

14. Select and size individual building service conductors based on use conditions, ampacity and voltage drop criteria.

15. Plan/design an electrical system for a non-residential agricultural building.

16. Define the term “stray voltage” and explain common causes, effects and solutions.

17. Describe both general wiring practices and materials and special wiring practices and materials appropriate for agricultural applications.

18. Correctly select and size materials and properly install electrical branch and feeder circuits for different environmental conditions.

19. Locate and interpret applicable NEC requirements for specific wiring situations and conditions.

20. Plan electrical heating and lighting systems for agricultural structures.

**Unit #3: Electrical Controls, Motors, and Motor Circuits** (March 13 – April 22)

*In this unit you will learn about electric motors and controls and learn to plan and wire motor circuits and control devices. (Keep in mind that this course is not designed to train electricians.)*

21. Read, interpret and draw relay ladder-logic diagrams.

22. Properly plan and install both manual and automatic electrical control systems.

23. Explain the operation of, select, and correctly install automatic control devices, singly and in combination.

24. Identify common electric motor types and their common uses, explain their operating principles, and interpret and apply nameplate information.

25. Plan and wire electric motor branch circuits, to include approved wiring, disconnecting device(s) and conductor and motor overcurrent protection.

26. Correctly size, wire, program, and operate variable-frequency motor drives.

27. Plan wire and program PLC circuits and devices to accomplish specified operations.

Unit #4: Electronic Monitoring and Control (April 24 – May 1)

*In this unit you will learn the basics of microcontrollers, circuit breadboarding, and microcontroller programming.*

28. Identify and explain the function of common digital and analog input and output devices.

29. Interface digital and analog devices with an Arduino UNO microcontroller and write simple Arduino programs to accomplish specific measurement or control tasks.

**Student Assessment:**

Your grade in this class will be based on the following:

Unit exams, 3 at 10% each (30% total)

1 Comprehensive Final Exam, 10%

Graded lab assignments, 30%

In-Class/HW Assignments, 20%

Lab Quizzes, 10%

Letter grades will be earned on the following percentage basis:

A = 90 – 100%

B = 80 -89%

C = 70 – 79%

D = 60 – 69%

F < 60%

**Blackboard “Grade” Note.** Your percentage grade shown in Blackboard is not a weighed percentage and **IS NOT** your official course grade. Your official course grade is calculated as:

Final Grade = (Unit Exam % x 30 points) + (Comprehensive Exam Score % x 10 points) + (Graded Lab Assignments % x 30 points) + (In-Class/Homework % x 20 points) + ( Lab Quizzes x 10 points).

As an example, if, at the end of the semester, you have the following percentages: 87%, unit exams; 83%, final exam; 95%, graded labs; and 90%, in-class/homework%, and 93% lab quizzes, your final average would be:

(.87 x 30 pts.) + (.83 x 10 pts.) + (.95 x 30 pts.) + (.90 x 20 pts.) + .(93 x 10 pts.) = 90.2 🡪 rounds to an “A”

**Attendance and Excused Absences:**

Come to class! The essential first element in doing any job is to show up; so, it is with this course. You have signed up for this course; you know the dates and times it meets; you are expected to be here unless you have a legitimate, excusable absence. According to the University’s Academic Regulations, excusable absences include those resulting from the following: 1) illness of the student, 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 UA Religious Observances policy for details), 5) jury duty or subpoena for court appearance, and 6) military duty. **All excused absences must be documented; this is the student’s responsibility. Course work may NOT be made up without a documented, excused absence.**

**Late Work Policy:**

* Homework is due by the date/time specified on the assignment. ***No late homework will be accepted unless prior arrangements have been made.***
* You must be presentduring the class period to receive full credit for in-class activities. Missed in-class activities may be completed up to 24 hours after the beginning of class for ½ credit.
* Lab activities form an integral part of the learning experience in this course. Therefore, all labs in each unit must be completed and handed in on or before the date of the scheduled exam for that unit. **No labs from a previous unit will be accepted after the date of the unit exam.** You must be present during the lab period to receive credit for any lab.

**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.

Working with one or more students on homework assignments and in-class assignments is permitted (in fact, it is encouraged!), but copying another student’s work and submitting it as your own work is not permitted and constitutes a violation of the Academic Integrity Code. On all exams, you should do your own independent work and neither receive help from nor provide aid to another student. Violations will be dealt with in the manner proscribed in the UA Academic Integrity Policy.

**Use of Generative AI**

Student use of generative AI in this course is 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. When the use of generative AI is allowed, you must (a) clearly indicate that artificial intelligence was used and (b) include the prompts/queries you used as part of the work submitted. Without specific 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.

**Cell Phones and other Electronic Devices:** As a courtesy to classmates, please set your cell phone (or similar device) to “silent” mode prior to class. No cell phone, electronic tablet, or computer use is permitted during exams. Cell phones, electronic tablets, or computers may not be used as calculators during exams.

**Center for Learning and Student Success (CLASS+) website:** [class.uark.edu](http://class.uark.edu/) +Tutoring, +Writing Support, +Supplemental Instruction, +Academic Coaching

**Students Needing Educational Accommodation(s):**

Students registered with the UA Center for Educational Access should present the appropriate paperwork to the instructor during the first week of classes so that all reasonable accommodations can be made in a timely manner.

**Inclement Weather:**

Class will meet at its regularly scheduled time if the University is open. Use your best judgement as to whether it is safe for you to travel to class. If you do not feel safe travelling because of inclement weather, please notify your instructor via email.

**Course Communication:**

In this class our official mode of communication is through uark.edu email and Bb announcements. Students are responsible for checking the Bb announcements and their UARK email accounts regularly*.*

**Tentative Class and Lab Calendars**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | | **Approximate Dates** | **Reading Assignment** |
| Basic Principles of Electricity | | January 17 – **February 5** | Chapters 1 - 3 |
| Electrical Planning and Wiring | | February 7 – **March 11** | Chapters 4-6 and 13, Appendix D, Blackboard Materials |
| Electrical Controls, Motors, and Motor Circuits | | March 13– **April 22** | Chapters 7 - 10 and 16 |
| Electronic Monitoring and Control | | April 24 – May 1  **Final Exam: May 6** 12:45 to 2:45 PM | Blackboard Materials |
|  |  | | |
| **Date** | **Laboratory Activity** | | |
| Jan. 17 | Electrical Measurement: Meters, Procedures, and Safety | | |
| Jan. 24 | Analyzing Resistive Circuits (Applying Ohm’s and Kirchhoff’s Laws) | | |
| January 31 | Analyzing Reactive AC Circuits (Inductance, Capacitance, Phase Shift, and Impedance) | | |
| Feb. 7 | Electrical Branch Circuits – Wiring DCOs, Switched DCOs, and GFCIs | | |
| Feb. 14 | Electrical Branch Circuits - Wiring 120 and 240 V Switched Circuits | | |
| Feb. 21 | Electrical Branch Circuits - Wiring 3- and 4-Way Switch Circuits | | |
| Feb. 28 | Electrical Branch Circuits - Wiring 3- and 4-Way Switch Circuits | | |
| March 6 | Electrical Branch Circuits: Wiring with Conduit | | |
| March 13 | Electric Motors - Types, Performance, Wiring and Variable-Frequency Drives | | |
| March 27 | Electrical Controls: Wiring Direct-Acting Electrical Control Devices and Circuits | | |
| April 3 | Electrical Controls: Wiring Relays, Contactors, and Magnetic Motor Starters | | |
| April 10 | Electrical Controls: Wiring Relays, Contactors, and Magnetic Motor Starters | | |
| April 17 | Programmable Logic Controllers: Wiring Circuits and Programming PLCs\* | | |
| April 24 | Programmable Logic Controllers: Wiring Circuits and Programming PLCs\*/ Microcontrollers | | |
| May 1 | Microcontrollers: Breadboarding Circuits and Programming Arduino UNOs | | |

Notes: Spring Break, March 18 - 22

For Units 1 - 3, individual exams will be given; Unit 4 material will be included in the Comprehensive Final Exam. **The bolded dates are the tentative dates for each exam;** **any changes will be announced in class and on Bb prior to the exam.** Depending on progress, topics may be added, deleted, or re-ordered at the instructor’s discretion. Schedule changes will be announced in class and on Bb.

\*The PLC labs will require a PC (not MAC) laptop computer. The computer must be capable of running *PicoSoft 6.XX* software (will be provided). The microcontroller labs will require either a PC or MAC with the free Arduino IDE installed.

**STEM 40303/50303: Introduction to STEM Education**

**University of Arkansas College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** STEM Education; Childhood/Elementary Education; STEM Graduate Certificate

**Course Number and Title:** STEM 40303/50303: Introduction to STEM Education

**Catalog Description:** This course provides an introduction to the foundations of STEM education disciplines ‎and the strategies used to deliver integrated STEM education in the elementary and ‎secondary school setting. The nature of STEM education disciplines, STEM pedagogy, teaching strategies, integrated STEM learning, STEM careers, and problem/project-centered instruction are addressed.‎

**Prerequisites:** None

**Instructors:**  Vinson Carter, Ph.D.

**Office:**  Peabody Hall 314

**Phone:** 479-575-3076

**E-Mail:** [vcarter@uark.edu](mailto:vcarter@uark.edu)

**Instructors:**  Michael, K. Daugherty

**Office:**  Peabody Hall 301

**Phone:** 479-575-5119

**E-Mail:** [mkd03@uark.edu](mailto:mkd03@uark.edu)

**Instructors:**  Leah R. Cheek, Ph.D.

**Office:**  Peabody Hall 305

**E-Mail:** [lrcheek@uark.edu](mailto:lrcheek@uark.edu)

**Suggested Texts:** International Technology and Engineering Educators Association (2020). Standards for technological and engineering literacy: The role of technology and engineering in STEM education. <https://www.iteea.org/Publications/stel.aspx>

Larmer, J., Mergendoller, J, & Boss, S. (2015). Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction. ASCD: Alexandria, VA. <http://www.ascd.org/Publications/Books/Overview/Setting-the-Standard-for-Project-Based-Learning.aspx>

**Relationship to Knowledge Base**: This foundational course supports the “Specialty Studies” component of the Scholar-Practitioner model by providing the childhood education teacher education candidate with an in-depth study of project-based STEM education. The course includes an intense overview of the history, science, methods, and theories of integrated STEM education. The course will also provide and in-depth examination of curriculum that has been developed for integrated STEM education as well as the procedures for developing new curriculum.

**Goals**: This course is designed to provide the candidate with an understanding of integrated STEM education as well as instructional strategies for teaching these subjects in the elementary and middle school classroom.

**Undergraduate Student Competencies:** Upon successful completion of this course, candidates will demonstrate knowledge, skills and competencies in the following areas:

1. Develop (through the integration of the class readings, class discussions, ‎personal use of technologies, and personal philosophy of education) a ‎theoretically informed argument for embedding mathematical and ‎scientific thinking strategies across the curricula; ‎
2. Demonstrate a basic knowledge of the national standards in the fields of ‎science, mathematics, and technology education; as well as basic ‎knowledge of the Arkansas Elementary Standards;‎
3. Demonstrate the ability to synthesize relevant information regarding the ‎use of STEM thinking in elementary or secondary education;‎
4. Utilize the vocabulary, primary concepts, definitions, and models ‎applicable to project-based STEM education;‎
5. Demonstrate an ability to collect, evaluate, synthesize, and share real-‎world data relevant to curricula in elementary or secondary education;‎
6. Demonstrate an ability to solve problems, evaluate the efficacy of possible ‎solutions, and discuss strategies and processes needed for effective ‎problem solving; ‎
7. Demonstrate the ability to work in collaborative design teams to meet ‎given criteria and solve design problems;‎
8. Develop innovative and alternative teaching methods and learning ‎activities that promote STEM education;‎
9. Apply STEM cognitive tools (i.e., scientific model, design loop, etc.) and ‎resources toward solving human and environmental problems;‎
10. Demonstrate an ability to use a variety of pedagogical strategies to ‎enhance STEM thinking in elementary or secondary students; ‎
11. Analyze attributes, strengths, and weaknesses of current STEM education ‎programs, initiatives and policies at the local, state, and national levels; ‎and,‎
12. Demonstrate knowledge of the historical background and development of ‎the fields of science, mathematics, technology education, and engineering.

**Graduate Student Competencies:** Upon successful completion of this course, candidates will demonstrate knowledge, skills and competencies in the following areas:

1. Develop (through the integration of the class readings, class discussions, ‎personal use of technologies, and personal philosophy of education) a ‎theoretically informed argument for embedding mathematical and ‎scientific thinking strategies across the curricula and apply these competencies during the completion of an internship experience at a partner public school; ‎
2. Demonstrate advanced knowledge of the national standards in the fields of ‎science, mathematics, and technology education; as well as basic ‎knowledge of the Arkansas Division of Elementary Standards;‎
3. Demonstrate the ability to synthesize relevant information regarding the ‎use of STEM thinking in elementary or middle school during the internship teaching experience;‎
4. Utilize the vocabulary, primary concepts, definitions, and models ‎applicable to project-based STEM education in class and within the internship teaching experiences;‎
5. Demonstrate an ability to collect, evaluate, synthesize, and share real-‎world data relevant to curricula in elementary or secondary education while completing an action research project during an internship teaching experience;‎
6. Demonstrate an ability to solve problems, evaluate the efficacy of possible ‎solutions, and discuss strategies and processes needed for effective ‎problem solving and demonstrate the ability to teach others these competencies; ‎
7. Demonstrate the ability to work in collaborative design teams to meet ‎given criteria and solve design problems and the ability to teach others these competencies;‎
8. Develop innovative and alternative teaching methods and learning ‎activities that promote STEM education during the internship experiences;‎
9. Apply STEM cognitive tools (i.e., scientific model, design loop, etc.) and ‎resources toward solving human and environmental problems and demonstrate the ability to teach these competences during the internship teaching experiences;‎
10. Demonstrate an ability to use a variety of pedagogical strategies to ‎enhance STEM thinking in elementary or secondary students during the internship experiences; ‎
11. Analyze attributes, strengths, and weaknesses of current STEM education ‎programs, initiatives and policies at the local, state, and national levels as well as those at the internship teaching site; ‎and,‎
12. Demonstrate advanced knowledge of the historical background and development of ‎the fields of science, mathematics, technology education, and engineering.

**Course Outline:**

1. Background and history of the STEM movement
   1. What is the role of science, mathematics, technology, and engineering?
   2. What is the difference between science and technology?
   3. Why is STEM important?
2. The demand for skills
3. National rankings and current trends
4. The elementary gap
   1. How is STEM different than traditional science and math
   2. The role of problem solving and design
   3. Barriers to STEM education
   4. Strategies for effective STEM education
   5. Problem-based learning
   6. Performance-based teaching and learning ‎
5. The power and promise of STEM education
6. Active learning and engagement
7. The role of the standards
8. Understanding by design--backwards design
9. STEM and 5E teaching
10. The relationship between the standards and engineering
11. Delivering the standards through engineering and design
12. Using standards to develop curriculum
13. Science as a way of knowing
14. Inquiry-based teaching and learning
15. How does science work
16. Position of science in the modern world
17. History and nature of science
18. Unifying concepts
19. Science, technology, and engineering‎
20. Mathematics as a way of knowing
    1. Position of mathematics in the modern world
    2. Mathematics as a way of knowing
    3. Mathematical focal points
21. Mathematical thinking
22. Mathematical importance
23. Mathematical fit
24. Mathematical connections ‎
25. Technology and engineering
26. Foundational concepts
27. The engineering design loop
28. Adhering to design parameters and constraints
29. Technological assessment
30. Integrated STEM Education
31. Disciplinary, interdisciplinary, and trans-disciplinary strategies
32. Questioning/clarifying the problem
33. Identifying constraints/limitations
34. Gathering research
35. Quantifying/mental modeling
36. Visioning and graphic representation
37. Drawing and modeling (including software usage)‎
38. Prototyping and assessment
39. Artifact development
40. Communicating the results of engineering/design
41. Teaching integrated STEM Education
    1. Teaching with the end in mind
    2. The role of design and engineering in the classroom
    3. Curricular assessment procedures, tools, and techniques
    4. Developing curriculum and activities
    5. Instructional methods for teaching STEM
    6. Collaboration strategies and resources

**Graduate Certificate in STEM Education:** This course is a part of a STEM concentration in the Childhood Education (CHED) MAT program. This course will be taken as an introduction to STEM education during the senior year of the undergraduate CHED BSE degree prior to entering the CHED MAT--Additionally, the course may be taken as a graduate course by CHED MAT candidates who complete their BSE at other institutions (additional graduate level assignments are included). The course will prepare candidates to implement STEM content and pedagogy in the elementary and middle-level classroom.

**Graduate Student Requirement:** Students completing this course (STEM 5033) as part of the Graduate Certificate in STEM Education will be required to develop a Philosophy of STEM Teaching in addition to undergraduate course requirements

**Evaluation:** Learning assessments (projects, assignments, etc.) are designed to prepare the student to deliver course related material in the elementary classroom. These assessments will also serve as continuing preparation to teach integrated STEM education as well as serving as a STEM advocate or resource person in the elementary school. Grades for participating students will be calculated based on completion of the following assignments and activities. Please see Blackboard for point values.

**Grading Scale:** A=100-93; B=92-85; C=84-78; D=77-70; F-below 69.

**Curriculum Development/Presentation and Design Challenges:** Each candidate will develop and present STEM lessons and/or design activities related to integrated STEM education throughout the course.

These projects include:

Design Process Assignment

Quick Challenge Curriculum Design Assignment

Literature-based Curriculum Design Challenge Assignment

Technical Procedural Curriculum Design Challenge Assignment

Construction Block Curriculum Design Challenge Assignment

Electrical Circuits Curriculum Design Challenge Assignment

Paper Engineering Design Challenge Assignment

**Weekly Assignments:** Candidates will be required to *participate* in ongoing weekly and in-class readings and discussions, in/out of class lab activities, design and engineering activities, and other assignments.

**Final Project:** Each candidate will develop a final STEM project.

**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/candidate is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Attendance Policy:** This course is reserved for candidates preparing to become professional teachers. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. **Candidates are expected to attend every class** and must attend all classes to receive the maximum benefit and to avoid leaving their professional responsibilities in the hands of classmates. Candidates will be allowed three absences from class regardless of if excused or unexcused, if needed. Additional absences will result in the lowering of one letter grade per absence in your final grade; however, this will result in the loss of participation points for any missed days. Furthermore, two occasions of coming late to class or leaving early will be counted as one absence. **Candidates are expected to arrive early, stay focused and attentive during the class, and submit all required materials prior to the due date. Late work will not be accepted for full-credit.**

**Professionalism:** Candidates are required to maintain professional decorum during class. All candidates are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All assignments must be original and completed individually unless working as a team on a given assignment.

Candidates are required to maintain professional decorum during class. **Cell phones, smart watches, and other electronic devices must be turned off and out of sight during class. Inappropriate and disruptive classroom behavior (including the use of cell phones) will result in the loss of points from daily assignment grades.** The only exception to this rule is when using a device to take notes, conduct research, take photos, record times, use appropriate software, etc. during a STEM design challenge while working in design teams.

**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.

**University of Arkansas, College of Education and Health Professions**

**Department of Curriculum and Instruction**

**1. Program Affiliation:** Career and Technical Education: Technology Education

**1.1 Course Number and Title:** TEED 12003 Drafting Technology I - Introduction to

CAD

**Prerequisites:** None

**Meets:** Off campus/Online

**1.2 Instructor:** Vinson Carter, Ph.D.

[vcarter@uark.edu](mailto:vcarter@uark.edu)

Office: 479-575-3076 Cell: 479-236-8140

314 Peabody Hall

Office Hours: By Appointment

**1.3 Textbooks and/or Supplementary Materials**

There is no textbook required for this course. However, students are required to have access to a computer capable of operating these software programs:

* Onshape CAD - <https://www.onshape.com/education-plan>
* Autodesk - <https://www.autodesk.com/education/free-software/featured>
  + Fusion 360
  + AutoCAD
  + Inventor (optional)
  + REVIT

**2. Course Description/Justification**

**2.1 Catalog Description:** This introductory course in technology and engineering education focuses on the development and introduction of lettering, sketching, applied geometry, pictorial drawing, orthographic projection, and computer-aided drafting and design (CADD/CAD).

**2.2 Relationship to Knowledge Base:** This course supports the “Specialty Studies” component of the Scholar-Practitioner model by providing the teacher education candidate with a set of technological problem-solving tools that can be used to develop curricula, deliver instruction, and guide learning in the technology and engineering education classroom. The course will model the methods expected in a contemporary technology and engineering education facility and expose the candidate to instructional strategies utilized throughout exemplary programs in the field.

**3. Goals and Objectives**

**3.1 Goals**

This course is designed to provide knowledge and methods for solving technological problems and teaching computer-aided drafting and design. Elements of design and theory will be applied through the course.

**Technology:** ‎As with all teacher preparation coursework, students are expected to demonstrate ‎technological competence in this course. This technological competence will be ‎demonstrated through the use of the appropriate technological hardware and software as well as other web-based applications. ‎Scholar-practitioners will utilize technology that enhances the instructional process during ‎the completion on this course.

**3.2. Objectives**

Upon the completion of this course, students will be able to:

3.2.1. Understand the use of computer-aided drafting and design to construct accurate 2D and 3D drawings;

3.2.2. Utilize the vocabulary, primary concepts, definitions, and techniques applicable to drafting and design;

3.2.3. Apply technical tools and resources toward solving design problems using computer-aided drafting and design software;

3.2.4. Develop confidence in the use and development of sketching and lettering;

3.2.5. Develop the ability to meet given criteria and solve engineering and architectural-related problems using applied geometry;

3.2.6. Utilize the vocabulary, primary concepts, definitions, and models applicable to drafting and design;

3.2.7. Demonstrate the ability to communicate engineering and architectural design concepts through pictorial and multi-view drawings; and

3.2.8. Develop the ability to use CAD designs to create products using laser and 3D prototyping technology.

**4. Student Activities and Experiences**

**4.1. Assignments/Tasks**

Grades for each student will be based on the following assignments:

4.1.1. Professionalism (attendance and participation) (200 points)

Students are expected to attend all classes and participate in all activities. Students are required to maintain professional decorum during class.

4.1.2. Daily and weekly assignments (300 points)

Students will participate in ongoing daily and in-class design and activities, assignments, readings, and discussion.

4.1.3. Mechanical CAD Project (250 points)

4.1.4. Architectural CAD Project (250 points)

**5. Content Outline**

**5.1. Introduction to Drafting and Design**

Sketching

Lettering

Visualization and conceptualization

Measurement and Geometry

Design as a tool for teaching technology and engineering

The relationship between adjoining disciplines (science, technology, engineering and mathematics)

**5.2. Introduction to CAD**

Hardware and software

Setting up drawings and preferences

Drawing commands

Edit commands

Saving and plotting

**5.3. Fundamentals design techniques**

Foundational concepts

Form, function, balance, texture, etc.

Adhering to design parameters and constraints

Technological assessment

**5.4. The tools of design**

Questioning/clarifying the problem

Identifying constraints/limitations

Gathering research

Quantifying/mental modeling

Visioning and graphic representation

Drawing and modeling

Prototyping and assessment

Artifact development

Communicating results

**5.5 Engineering design**

Multi-view drawing

Dimensioning

Section Views

Pictorial Drawing

**Architectural design**

Types of drawings

Dimensioning

Construction and Materials

Section Views

**5.7 Design production**

Laser technology

3D prototyping

6. Evaluation Policies

**6.1. Grading Scale:** A=100-93; B=92-85; C=84-78; D=77-70; F-below 69.

**7. 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.

**8. Academic Policies**

**8.1 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/candidate is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**8.2 Attendance Policy:** This course is reserved for candidates preparing to become professional teachers. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Candidates must attend all classes to receive the maximum benefit and to avoid leaving their professional responsibilities in the hands of classmates. Candidates will be allowed two “sick” days regardless if excused or unexcused, if needed. This will result in the loss of participation points for the two missed days. Additional absences will result in the lowering of one letter grade per absence in your final grade. Furthermore, two occasions of coming late to class or leaving early will be counted as one absence. Candidates are expected to arrive early, stay focused and attentive during the class, and submit all required materials prior to the due date. Late work will not be accepted for full-credit.

**8.3 Professionalism:** All candidates are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All assignments must be original and completed individually unless working as a team on a given assignment.

Candidates are required to maintain professional decorum during class. **Cell phones, laptops, and other electronic devices must be turned off and out of sight during class. Inappropriate and disruptive classroom behavior (including the use of cell phones) will result in the loss of points from daily assignment grades.** The only exception to this rule is when using a device to conduct research, take photos, record times, use appropriate software, etc. during a STEM design challenge while working in design teams.

**TEED 21003 Technology & Society**

**University of Arkansas College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education: Technology and Engineering Education

**Course Number and Title:** TEED 21003: Technology & Society

**Prerequisites:** None

**Instructor:** Vinson Carter, Ph.D.

314 Peabody Hall

[vcarter@uark.edu](mailto:vcarter@uark.edu)

575-3076

**Required Text:**

International Technology and Engineering Educators Association. (2020). *Standards for technological and engineering literacy: The role of technology and engineering education in STEM*. Reston, VA: Author.

Available online at: <http://www.iteea.org/TAA/Publications/TAA_Publications.html> or <http://www.uastem.com/wp-content/uploads/2021/03/2020-ITEEA-STELs.pdf>

**Catalog Description:** An examination of the complex relationships between society, values, and technological development in developed and under-developed nations.

**Relationship to Knowledge Base**

This foundational course provides the technology teacher education candidate with knowledge and tools needed to explore the complex relationships between humans, knowledge and skills, and technological development or proliferation. Few elements in our contemporary society are as pervasive as technology. Technology has often been considered an engine of social change. In this course, students will examine the interface between technology and society. The ability to foresee the social, personal, economic, and environmental consequences of technology development and use will be addressed.

**Goals and Objectives**

This course is designed to provide the candidate with a foundational understanding of the complex relationships between technology, societies, politics, economics, and values.

**Technology:** ‎As with all teacher preparation coursework, candidates are expected to demonstrate ‎technological competence in this course. This technological competence will be ‎demonstrated through the use of the appropriate technological hardware and software as well as other web-based applications. ‎Scholar-practitioners will utilize technology that enhances the instructional process during ‎the completion on this course.

**Objectives**

Upon the completion of this course, students will be able to:

1. Describe the social, cultural, political, economic, geographic, and psychological contexts that impact living in a technological world;
2. Explain the socio-cultural elements that determine the quality of life in technocratic societies;
3. Analyze the role of technology in the development, success, and dilemmas of rural and urban societies in this nation and others;
4. Describe the nature of historical and current social resistance to technological change;
5. Critique the evolutionary process of technology and its impact on society, culture, politics, and the media;
6. Explain the socio-psychological dimensions of work and the role of technology in causing major changes in the nature of work;
7. Explain the complex dynamics that produce and shape social outcomes of technology;
8. Demonstrate the use of the "sociological imagination" as the organizing device to identify patterns of social organization, social structure, and social institutions that define living in a technological world; and
9. Demonstrate the ability to complete an “appropriate technological” problem solving scenario that attempts to solve a social problem in an under-developed region of the United States or another nation.

**Content Outline**

**Technological Interfaces**

a. Rural America

1. Technology: A natural process

2. Resistance to change

3. Creativity and innovation

b. Rural America in transition: social and cultural change issues

1. Diminishing population and increasing farm size

2. Economic diversity: rural poor to successful farmers

3. Rural mentality: collectivism to individualism

4. The decline of the family farm

5. Power and control: Independence to increasing dependence

6. Shifting gender stereotypes/roles?

7. Environmental issues, such as soil preservation and ground water pollution

8. Global needs, domestic price stability, and politics (exports, imports, tariffs, and subsidies,

etc.)

9. The social consequences of the demise of the rural community

10. The concept of progress and agriculture in other cultures

c. Urban and suburban cultures

1. The cause and effect of technology and society

2. Historical development: the city and the fabric of society

3. The importance of resources

4. Transportation and communication

5. Diversity of culture; the development of the arts

6. Early city design

d. Technologies crucial to the development of the modern city

1. Transportation

2. Communication

3. Infrastructure and utilities

4. Systems and the occasion for normal accidents

5. Skyscrapers

a. Early barriers to height, solutions

b. Competition for the sky: monuments to the male ego?

e. Urban issues and trends: developing countries and America

1. Power and control

2. Socialization and isolation in the city:

3. Poverty and distribution of resources

4. Social stratification

5. Housing

6. Crime

7. Transportation

8. Environmental issues unique to the urban environment

9. Strategies for modifying the urban environment; revitalizing the city core

f. The media and society

1. Historical perspective: the printing press: economic, social, political,

religious, psychological, and cultural consequences; precursor of mass

communication

2. 20th century technologies: technology as mediator

a. Television

i. Controversial issues: the good, the bad, and the ugly: stimulating

violence; accommodating a passive lifestyle

ii. Shaping world views

iii. Shaping personal values, beliefs, and self-image

iv. Influencing the political process

b. Internet, the Web, and virtual reality

i. Communication

ii. Does information equal knowledge?

iii. Is the Internet the equalizer in society?

iv. “A chip in every product;” will it change society?

3. Environmental issues: noise and information overload

4. The concept of progress

5. Power and control: who controls the media?

g. Social/technological transformations

1. Agriculture to manufacturing to service sector

2. Technology - a major force of change

3. Increased use of automation

4. Globalization of business

a. The technologies

b. Effect on under-developed and developing countries

c. The major players

d. The green revolution

5. The questions of power and control

h. Technology and the concept of progress

1. Solving problems with technology

a. Technological problem solving

b. The design process

1. problem identification

2. problem clarification

3. ideation

4. Drawing, sketching, and designing solutions

5. Solution implementation

6. Testing and evaluation

7. Communicating results

**Evaluation:** Learning assessments (design challenges, curriculum development, assignments, quizzes, etc.) are designed to prepare the student to deliver course related material in the elementary classroom. These assessments will also serve as continuing preparation to teach integrated STEM education as well as serving as a STEM advocate or resource person in the elementary school.

Grading Scale: A=100-93; B=92-85; C=84-78; D=77-70; F-below 69.

Grades for participating students will be calculated based on completion of the following assignments and activities:

* + 1. Daily and weekly assignments (200 points)

Candidates will participate in ongoing daily and in-class design and engineering activities, assignments, readings, online file management, and discussions.

2. Curriculum Development/Presentation and Design Challenges (800 points)

Each candidate will develop and present STEM lessons and/or design activities related to integrated STEM education throughout the course. Additionally, candidates will work in engineering design teams to use tools, techniques, and materials to design within established constraints. Candidates will rotate from design team to design team as they work to solve technical problems/challenges.

**STEM Events (100 points)**

Each candidate will participate in local TSA competitions, STEM Night events, and Maker experiences in the

community.

1. Final Project (200 points)

**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/candidate is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/> Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Attendance Policy:** This course is reserved for candidates preparing to become professional teachers. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Candidates must attend all classes to receive the maximum benefit and to avoid leaving their professional responsibilities in the hands of classmates. Candidates will be allowed two “sick” days regardless if excused or unexcused, if needed. This will result in the loss of participation points for the two missed days. Additional absences will result in the lowering of one letter grade per absence in your final grade. Furthermore, two occasions of coming late to class or leaving early will be counted as one absence. Candidates are expected to arrive early, stay focused and attentive during the class, and submit all required materials prior to the due date. Late work will not be accepted for full-credit.

**Professionalism:** All candidates are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All assignments must be original and completed individually unless working as a team on a given assignment.

Candidates are required to maintain professional decorum during class. **Cell phones and other electronic devices must be turned off and out of sight during class. Inappropriate and disruptive classroom behavior (including the use of cell phones) will result in the loss of points from daily assignment grades.** The only exception to this rule is when using a device to conduct research, take photos, record times, use appropriate software, etc. during a STEM design challenge while working in design teams.

**University of Arkansas, College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education: Technology Education

**Course Number and Title:** TEED 41003: Engineering Design for Technology Education:Capstone

**Prerequisites:** TEED 21003 and TEED 31003 or STEM 40033

**Instructor:** Vinson Carter, Ph.D.

314 Peabody Hall

[vcarter@uark.edu](mailto:vcarter@uark.edu)

575-3076

**Research Base:**

Eide, A., Jenison, R., & Northup, L. (2002). *Introduction to engineering design and problem*

*solving* (2nd ed.) Boston, MA: McGraw-Hill. (ISBN 0072402210).

International Technology and Engineering Educators Association (2020). Standards for technological and engineering literacy: The role of technology and engineering in STEM education. <https://www.iteea.org/Publications/stel.aspx>

**Course Description:** Analysis of manufacturing, focus on design processes, physical and computer modeling, & materials processing.

**Relationship to Knowledge Base:** This course supports the Scholar- Practitioner model as a pedagogical knowledge and skills course. The Capstone experience is typically completed by senior students within the major and is designed to elicit opportunities for educational reflection and synthesis of knowledge and skills as well as preparation for student teaching.

**Goals and Objectives:**

This capstone course supports the scholar-practitioner model by providing the technology teacher education candidate with a capstone experience related to technology education and engineering design. The course will model the methods expected in a contemporary technology education facility and expose the candidate to instructional strategies expected of exemplary programs in the field.

**Technology:** ‎As with all teacher preparation coursework, students are expected to demonstrate ‎technological competence in this course. This technological competence will be ‎demonstrated through the use of the appropriate technological hardware and software as well as other web-based applications. ‎Scholar-practitioners will utilize technology that enhances the instructional process during ‎the completion on this course.

Upon the completion of this course, students will be able to:

1. Describe the history and significant social, cultural, and political events that have shaped the fields of engineering and design;
2. Describe the history and significant social, cultural, and political events that have shaped the fields of engineering and design;
3. Describe and be conversant with the role that technological design has on societal evolution;
4. Utilize the principles and elements of engineering and design to solve advanced design problems;
5. Compare and contrast between differing engineering and design problem solving models;
6. Demonstrate the ability to utilize knowledge technology, engineering and design to develop engaging curriculum for secondary students;
7. Demonstrate the ability to solve advanced simulations that result in computer generated models of technological products or systems;
8. Demonstrate the ability to solve advanced simulations that result in computer generated models of technological products or systems;
9. Analyze the traits of a fully functional engineering or design studio at the secondary level;
10. Clearly describe the safety issues and procedures for tools and equipment in a fully functional secondary school site;
11. Clearly describe the procedures for maintaining the tools, equipment and materials in a fully functional secondary school site;
12. Demonstrate the ability to develop and teach engineering and design-based curriculum materials secondary students, and,
13. Demonstrate the ability to develop a secondary program of study that is reflective of the state and national standards for technology education.

**Evaluation:** Grades for each student will be based on the following assignments:

**Weekly Assignments (200 points)**

Candidates will be required to *participate* in ongoing weekly and in-class readings and discussions, in/out of class lab activities, design and engineering activities, and other assignments.

1. Product Design Curriculum Development and Presentation (400 points)

Throughout the semester, candidates will use tools, techniques, and materials to design and develop a products or device within established constraints.

1. Technology and Engineering Educator Professionalism Packet (100 points)

Throughout the semester, candidates will develop materials for obtaining and technology and engineering teaching position. These materials will include a resume, cover letter, website, and technology and engineering educator defense and speech. Additionally, students will prepare presentations materials from their product design package, VEX robotics design package, and TSA problem solving development to be included on their teaching website.

1. TSA Problem Solving Challenge and Contest Development (150 points)

Candidates will develop six problem solving challenges to be used in the classroom and as possible TSA problem solving challenge contests.

1. VEX Robotics Design Project (150 points)

Candidates will develop a VEX robotics competition/game and a robot design to compete or be used to play the game.

**The following scale will be used to determine the final grade in the course:**

***A=100-93; B=92-85; C=84-78; D=77-70; F-below 69.***

**Content Outline:**

1. **The engineering and design professions** 
   * 1. A brief history of design and engineering
     2. Design and engineering solutions
2. **Engineering design – A process**
3. Foundational skills & mental models
4. Need identification and problem definition
5. **The design problem solving process**
6. Problem definition
7. Concept generation
8. Concept selection/judgment
9. Solution implementation
10. Solution testing
11. **Representation of technical Information** 
    * 1. Visualization
      2. Mental models
      3. Mental blocks
      4. Modeling and simulation
12. **Design ideation and documentation** 
    * 1. Materials selection and materials in design
      2. Materials processing and design
      3. Communication procedures
13. **Development processes and organizational structures** 
    * 1. Product planning
      2. Product specifications & constraints
14. **Managing the engineering design laboratory**
    * 1. The learning environment
      2. Tool procurement and management
      3. Laboratory layout and design
      4. Human subjects management
15. **Applying engineering and design in the classroom**
    * 1. Teaching methods
      2. Curriculum development
      3. Assessment techniques
      4. Resources

**Academic Policies:**

**Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, Room 104, and on the web at <http://www.uark.edu/ua/csd/applications.htm>. 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.

**Academic Integrity**

The application of the University of Arkansas Academic Integrity Policy 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 Integrity Policy. Academic dishonesty involves acts, which 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 though programs of student 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 one the UA website. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://honesty.uark.edu>.

All students are to complete their own work during the semester. Although students are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

**Inclement Weather:**

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources: Check messages from RazALERT system.

**Instructor Policies:**

**Attendance**

This course is reserved for candidates preparing to become professional teachers. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. Candidates must attend class to receive the maximum benefit and to avoid leaving their professional responsibilities in the hands of classmates.

Candidates are expected to attend all classes, arrive early, stay focused and attentive during the class, and submit all required materials prior to the due date. Late work will not be accepted for full-credit.

**Professionalism**

All candidates are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

Candidates are required to maintain professional decorum during class. Cell phones and other electronic devices must be turned off and out of sight during class. Inappropriate and disruptive classroom behavior (including the use of cell phones, iPads, laptops, and other electronic devices) will not be tolerated, and may result in the loss of points from daily and weekly assignments.

**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.

**SEED 40203**

**CLASSROOM MANAGEMENT CONCEPTS**

Instructor Information

**Pre-requisite: admission to the CATEBS, STEM-ED, or BAT programs**

**COURSE DESCRIPTION**

There are several different classroom management styles. Thus, teachers must possess a wide range of knowledge and skills to be effective classroom managers. This course will equip aspiring educators with the essential knowledge and skills to manage a K-12 classroom environment effectively. The preservice teacher will explore theories, strategies, and practical techniques for creating a positive and inclusive learning environment, managing student behavior, and fostering a productive and engaging classroom atmosphere.

Key terms:

*Classroom Management*: the set of ideas used to guide the techniques used to ensure a harmonious and productive learning environment that prevents disruptions in the classroom environment

*Classroom Organization:* The ways that teachers structure classroom interactions and activities to promote learning are determined by communication, relationships, time, and the physical arrangement of the classroom.

*Behavior Management:* Using specific strategies to positively manage individual and group behaviors that encourage and support all students' academic, behavioral, and social learning.

**LEARNING OUTCOMES**

The preservice teacher will develop their knowledge, skills, and confidence in implementing research-based classroom management techniques. They can communicate and implement their classroom management style by analyzing their unique individual personality, chosen content learning theory, and desired participation goals for their future learners.

Plan the organization of a classroom that illustrates the optimum use of instructional resources (computers, books, writing materials, reference material, manipulatives, creative, constructive materials, etc.) and facilitates the efficiency and effectiveness of such resources' access, use, maintenance, and storage.

Design the organization of the physical aspects of a classroom (furniture, areas, etc) for ease of transition, use, safety, and traffic flow based on effective designs presented in the literature.

Establish classroom procedures and expectations (rules) to promote a positive, effective, and efficient learning environment.

Construct the organization of a classroom schedule/time management plan that includes various content areas, instructional strategies, grouping strategies, levels of energy use, etc., within large blocks of time or for an entire day school day.

Analyze a classroom situation for legal, ethical, and professional issues and concerns by applying legal, ethical, and professional reactions to the situation and providing resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases (state and federal) involving all students, including students with disabilities, ESL, and at-risk students.

Observe, analyze, and document student behavior to match an appropriate intervention strategy to change behavior in a desired direction. This will also include successfully implementing behavior management strategies for entire classes, small groups, and individual students, along with developing and maintaining electronic data collection graphing and analysis.

**COURSE DESCRIPTION**

What concepts are essential to develop an effective classroom management plan? How does personality (disposition, special interests, talents, and skills) impact classroom management style? How can I create an environment built on respect for all stakeholders in the classroom? To accomplish this, our course objectives are included in our Course Schedule.

**REQUIRED TEXTS**

You are not required to purchase texts for this class. Most of our readings will come from films and journal articles. I will provide all required readings for the course via the course schedule and BlackBoard.

H. Richard Milner IV, Heather B. Cunningham, Lori Delale-O′Connor, & Erika Gold Kestenberg. (2018).

*’These Kids Are Out of Control’ : Why We Must Reimagine “Classroom Management” for Equity*. Corwin.

\*\*\*For the H. Richard [Milner](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fonesearch.uark.edu%2Fpermalink%2F01UARK_INST%2F573n21%2Fcdi_askewsholts_vlebooks_9781506343310&data=05%7C02%7Ckeconner%40uark.edu%7C5969af203a2a4fe1e5e608dc16be357a%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638410253393877235%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2BhD5pZC3cvMoRpPlbSOt7abq4YcprAtwDo8rqd1Mbow%3D&reserved=0) text, please use this permalink.

**PROFESSIONAL EXPECTATIONS**

Participation, Professionalism, and Preparedness

* Participation: You must participate in class discussions, activities, and events.
* Professionalism: will assess your ability to (1) collaborate collegiately with your instructor and peers; (2) Dress Code: Business Casual/Casual: So, if not dressed in business casual, you may dress casually for class – pants/jeans, a t-shirt, and/or a cardigan; (3) use technology responsibly.
* Preparedness: Come to class having read the required readings and completed any required activities or homework assignments.

**Professional Learning Communities (PLC)s**

* Professional learning communities are educators working together to improve teaching skills and student performance.
* Your PLC is responsible for gathering and discussing the various ideas about classroom management gleaned from the course's assigned films and readings.
* You can watch the films independently or as a group.
* However, your PLC requires you to gather to discuss and analyze each film per course session.

**COURSE ASSIGNMENTS**

**PLC Discussion (8 Discussions @ 2 pts/TOTAL 15 pts)**: Each PLC will post a discussion question on Blackboard. All course participants must engage in the discussion.

* Each student is responsible for responding to discussion posts throughout the semester.
* Discussion posts are due by noon the following day.

**Professional Development Seminar (30 pts)**:

Your PLC group will plan and facilitate a Professional Development Seminar about one of the course topics. The seminar should reflect your group's analyses, discussions, questions, and wonderings about classroom management due to engaging with the film and readings.

* Lead a one-hour professional development seminar that helps teachers consider classroom management ideas expressed in the movie/readings.
* Plan your session using [this Lesson Plan Template](https://docs.google.com/document/d/1cQpX0zqNebsn15YJaGXvUn8SvA4URAAglImvZBK73U8/edit?usp=sharing).
* The session should consist of a (1) Introduction/warmup/hook, (2) Body, and (3) lesson closure. However, you have the creative freedom to interpret the film and develop the seminar in kind.
* One member must submit your group's completed template Due the day of your seminar by 1:59 pm.
* Finally, your group is also responsible for developing a discussion question for Blackboard. The discussion response should consider how the movie exemplifies the main idea of the topic focus of the week, determine strategies for your classroom management, organization, and behavior management, and the teachable moments offered by the film.

**Personal Classroom Management Statement (20 pts)**:

Using your Roll-of-the-Dye Classroom demographic handout, Imagine you have been allowed to design a classroom management plan that promotes creativity, collaboration, and engagement for your student group.

Your task is to create a written Classroom management plan that explains how each element contributes to an effective learning environment. Consider factors such as seating arrangement, classroom resources, technology integration, and student-centered learning activities. Your submission should capture the essence of an inspiring and student-friendly classroom that encourages active participation and supports diverse learning styles.

The paper should be written in essay format with headings for each element. This document should be 7-10 pages, double-spaced, title page, citations, 12-pt font, Times New Roman, and 1-inch Margins/ The statement should cite 2-3 readings and cite 2-3 films used in the course in APA7

7-10 pgs.

**Elements to Include:**

1. **Roll of the Dye:** How did you design these elements to meet the needs of your underserved populations?
2. **Positive Classroom Norms**: How do you plan to create a positive and inclusive classroom culture?
3. **Behavioral Support:** How will your classroom support students with Behavioral Needs/trauma-informed instruction?
4. **Parental Buy-In:** How do you plan to generate parental, familial, and/or communal support?
5. **Multiple Intelligences/Creative Expression**: How will you nurture the needs of multiple intelligences?
6. **Behavioral Plan:** What ideas will support your development of a behavioral plan? What ideas inform your choices of consequences? How will you reward and encourage students to display positive behaviors?
7. **Bullying:** How will you handle bullying?
8. **Nourishing Diversity**: How will you accommodate Multiple Cultural Interests as Motivations for learning?

**Classroom Management Plan Diorama (35 pts**)

Hey there! Let's talk about your Diorama - it's an excellent opportunity to showcase your ideas for (1) Learning Management, (2) Classroom Organization, and (3) Behavior Management. So, get ready to unleash your creativity, and let's make your Diorama stand out!

* You will develop a physical relic that represents your commitments to classroom management, expressed in your classroom management statement.
* You may use a shoebox, poster board, painting, etc. However, the Diorama must be a physical artifact.
* Your Diorama should exemplify your plan related to (1) *Learning Management,* *Classroom Organization,* and (3) *Behavior Management.*
* The idea is that something you have seen or discussed in class would inspire the design of various elements of your classroom management plan.
* The instructor will allocate 30-45 minutes of class time each session to workshop your classroom management diorama. This exercise should also help you write your statement as the course progresses. Thus, you can use this time to develop your personal classroom statement and materials for your Diorama.
* Although you may bring your Diorama to class, you don't need to bring the entire Diorama to class, as you will be required to take it home with you at the end of each class due to there needing to be a place to secure your work.

**Grading**

|  |  |  |
| --- | --- | --- |
| Assignment | Points | Weight |
| Weekly BlackBoard Discussion (8) | 15pts | 15% |
| PLC Professional Development Seminar | 30pts | 20% |
| Personal Classroom Management Statement/Design | 20pts | 20% |
| Classroom Management Plan Diorama/Floor Plan | 35pts | 45% |
|  | 100pts | 100% |

**Grading Scale**

**Policies and Resources**

**Policies for AI Generative Tools**

Students may only use AI generative tools after receiving the expressed permission of the professor. Then, all agreed upon assignments must be acknowledged through an appropriate APA citation.

**Use only with prior permission**

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

**Use only with acknowledgement**

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. https://chat.openai.com/” Material generated using other tools should follow a similar citation convention.

**Statement on Belonging**

We must play our part in creating social connections, mental health and safety, and individual agency that creates a stronger sense of belonging for ourselves and each other. We conducted a campus-wide study on students' perceptions of belonging. The process included listening to students' stories and experiences. From that process, we developed a framework for belonging, a basic conceptual structure built on the research findings and data points. You can use this information to help cultivate a stronger sense of belonging for everyone. <https://belonging.uark.edu/index.php>

**Statement of Inclusion and Diversity**

The Provost’s Office integrates diverse practices and embraces a culture of inclusivity where all individuals feel a sense of belonging and thoughts can be shared with professionalism and respect. <https://provost.uark.edu/diversity-inclusion/>

**Land Acknowledgement Statement**

The Indigenous history of the land the University of Arkansas campus sits on goes back to time immemorial, and across that expanse of time, many successive groups have lived here and created sacred legacies in this area. Fulbright College acknowledges Indigenous peoples were forced to leave their ancestral lands, including the Osage, Caddo, and Quapaw Nations with ties to Northwest Arkansas. We further recognize that a portion of the Trail of Tears runs through our campus, and that the Cherokee, Choctaw, Muscogee (Creek), Chickasaw and Seminole Nations passed through what is now Arkansas during this forced removal. We acknowledge all Indigenous teachers, researchers and all other residents in our community and region today. We proudly offer Indigenous Studies in our college and seek continuity and connection to the past as we look to the future with increased collaboration with Indigenous governments and entities.

<https://faulkner.uark.edu/about/misson-statement/index.php>

**Academic 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 [http://provost.uark.edu.](http://provost.uark.edu/) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Campus Safety and Security Resources**

The U of A is dedicated to providing a safe learning, working, and living environment for our students, faculty, staff, and visitors. Check here if you have any questions about emergencies, weather, active threats, sexual assault, or evacuations. <https://safety.uark.edu/>

**Center for Educational Access**

Adjusting to a university setting presents many challenges for new students, especially for those with disabilities. The University of Arkansas in Fayetteville makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for students with disabilities. The CEA provides direct support for students with disabilities and training and educational resources to the University community as a whole.  <https://cea.uark.edu/>

**Food and Accommodations Insecurity**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. You may also notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess. Faculty are here to help you succeed! <https://service.uark.edu/services/pantry/index.php> .

**Changes to the Syllabus**

A syllabus is a tool to help you plan your time and track our progress. Every effort is made to ensure the syllabus is as complete as possible, but there may be occasions when changes are required. The instructor will announce and post any deviations from the syllabus.

**APPENDIX F**

**University of Arkansas/District MOU**



**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:**
   1. Provide district with the following information no less than ten (10) days before the internship begins:
      1. Name and contact information of the student(s)
      2. Dates and hours of the assignment(s)
      3. Each student’s academic class designation
      4. Philosophy, purpose, and learning objectives
   2. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
   3. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
   4. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
   5. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
   6. Provide training to mentor teachers prior to the beginning of the school year.
   7. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
   8. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

# District will:

* 1. Provide a list of potential mentor teachers to the University when requested.
  2. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
  3. Provide classroom space, staffing, materials and necessary access to facilities for the

completion of the intern’s educational experiences.

* 1. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
  2. Name a contact person who is responsible for carrying out the requirements of this agreement.
  3. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

# Shared Expectations of UA and District Regarding Full-Time Internships:

* 1. Mentor teachers will provide continuing verbal and written feedback to interns.
  2. 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:**
   1. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
   2. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
   3. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

# District will:

* 1. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
  2. Provide a list of potential host teachers for observations/practicums when contacted.

# Shared Expectations of UA and District Regarding Practicums and Observations:

* 1. Host teachers are willing to have pre-service teacher candidates observe their classroom.
  2. Host teachers will provide verbal and/or written feedback when requested.
  3. 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:**
   1. 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.

# The University instructional supervisor will:

* 1. Clarify the internship procedures and expectations to the intern and the mentor teacher.
  2. Establish and maintain correspondence and regular visits with designated building.
  3. Visit the designated building at least twice.
  4. Time the visits to designated building to provide the greatest feedback.
  5. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
  6. Keep records of weekly and final evaluations and lesson plans for the internship.
  7. Be responsible for filing paperwork with the University upon completion of the internship.

# Springdale Public Schools will:

* 1. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
  2. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
  3. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
  4. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
  5. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
  6. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
  7. Allow the University instructional supervisor to complete the required number of observations required by the University.
  8. Immediately communicate with the University instructional supervisor of any issues that arise.
  9. 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.

# The mentor teacher/lead teacher will:

* 1. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
  2. Review the internship manual and other paperwork from the University.
  3. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
  4. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
  5. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
  6. Complete weekly performance ratings and forward them to the University instructional supervisor.
  7. Explain teaching methods and why they are used.
  8. Immediately communicate any problems or concerns to the University instructional supervisor.
  9. 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.
  10. 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:**
   1. 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.)
   2. 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.
   3. 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.

# District will:

* 1. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
  2. Use the remaining amounts for purposes directly related to the internship program (see examples above).
  3. 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.

1. 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.

1. 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.
2. This Agreement is solely between UA and District and shall not create any rights in any third party.
3. 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: