



**Professional Education Program Proposal
COVER SHEET**

Institution: _____ **Date Submitted:** _____

Program Contact Person: _____

Position/Title: _____ **Phone:** _____ **Email:** _____

Name of program: _____ **CIP Code:** _____

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): _____

Indicate the title and grade range of the license for which candidates will be prepared:

Title: _____ **Grade Range:** _____

Proposal is for:

____ **New First-Time Licensure Program** (Complete Section A)

____ **New Educator Licensure Endorsement Program** (Complete Section B)

____ **Revision(s) to Approved Licensure Program** (Complete Section C)

____ **Deletion of Approved Licensure Program** (Complete Section D)

**Indicate the portion of the proposed program to be delivered via Distance Learning
Technology (online):** _____ %

Proposed program starting date: _____

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

Revisions to University of Arkansas

B.S. in Physical Education Health leading to a K-12 License

Rationale

The Physical Education program is beginning a 4+1 pathway for undergraduate students to finish a Masters in Physical Education the year after they graduate with their Bachelors program of study. This change will require students who are in this pathway to take a graduate course during their undergraduate program of study. The Physical Education program has included the two graduate courses in their program of study. The following represents the 8 semester plan along with the Matrix to align the competencies.

There are no changes to the curriculum other than the two alternate courses. There are no changes to the following:

- Field Experiences
- Admission requirements
- Science of Reading course syllabi
- TESS alignments
- Exit requirements

This pathway will be available as early as Fall 2023 after full approval by the University of Arkansas system.

| First Year | Units |
|---|--------------------|
| | Fall Spring |
| ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) | 3 |
| Social Sciences State Minimum Core (except PSYC 2003) (Satisfies General Education Outcome 3.3) ^{1, 4} | 3 |
| Satisfies General Education Outcome 3.4: | |
| BIOL 1543 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 1541L Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) | 4 |
| PBHL 1103 Personal Health and Safety | 3 |
| PHED 1003 The Physical Education Profession: An Overview | 3 |
| ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) | 3 |
| MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1) | 3 |
| COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) | 3 |
| U.S. History or Government State Minimum Core (Satisfies General Education Outcome 4.2) ¹ | 3 |
| PHED 2023 Sport Skills ³ | 3 |
| Year Total: | 16 15 |

| Second Year | Units |
|---|--------------------|
| | Fall Spring |
| PHED 3223 Motor Development | 3 |
| PSYC 2003 General Psychology (ACTS Equivalency = PSYC 1103) (Satisfies General Education Outcome 3.3) | 3 |
| General Elective | 3 |
| Fine Arts or Humanities State Minimum Core (Satisfies General Education Outcome 3.1 or 3.2) ^{1, 4} | 3 |
| Satisfies General Education Outcome 3.4: | |
| BIOL 2443 Human Anatomy (ACTS Equivalency = BIOL 2404 Lecture) & BIOL 2441L Human Anatomy Laboratory (ACTS Equivalency = BIOL 2404 Lab) | 4 |
| Social Sciences State Minimum Core (except PSYC 2003) (Satisfies General Education Outcome 3.3) ^{1, 4} | 3 |
| Humanities or Fine Arts State Minimum Core (Satisfies General Education Outcome 3.2 or 3.1) ^{1, 4} | 3 |
| General Elective | 6 |
| PHED 2373 Elementary Physical Education | 3 |

Year Total: 16 15

Third Year

**Units
Fall Spring**

| | | |
|---|----|----|
| PHED 3003 Outdoor Education | 3 | |
| CIED 3033 Classroom Learning Theory | 3 | |
| PHED 3203 Principles and Problems of Coaching | 3 | |
| PHED 3903 Physical Education for Special Populations | 3 | |
| PHED 3163 Exercise Physiology: Theory and Application | 3 | |
| PHED 3043 Teaching Fitness | | 3 |
| EXSC 3353 Mechanics of Human Movement or EXSC 3013 Functional Anatomy for Exercise Science | | 3 |
| PHED 3623 Sport Sociology (Satisfies General Education Outcome 4.1) | | 3 |
| CNED 4003 Classroom Human Relations Skills | | 3 |
| General elective | | 3 |
| Year Total: | 15 | 15 |

Fourth Year

**Units
Fall Spring**

| | | |
|---|----|----|
| PHED 3573 The School Health Program | 3 | |
| PHED 432V Teaching Practicum | 1 | |
| ** PHED 5253 The PE Curriculum (in place of General Elective) | 3 | |
| ** PHED 5273 Professional Issues in PE and Sport (in place of General Elective) | 3 | |
| PHED 5803 Measurement Concepts (in place of PHED 4703 Assessment in PE) | 3 | |
| PHED 4743 Secondary Physical Education | 3 | |
| PHED 5313 Risk Management (in place of PHED 4023 Class Management) | | 3 |
| PHED 407V Physical Education Teaching Internship | | 6 |
| PHED 4733 Senior Seminar (Satisfies General Education Outcome 6.1) | | 3 |
| Year Total: | 16 | 12 |

** Students could elect to take one or both of these classes during the summer prior, if desired.

Total Units in Sequence: 120

| Physical Education/Health, Grades K-12 | Course Alignment with ADE Content Competencies | | | | | | | | | | | | | | |
|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | PHED 2023 | PHED 2373 | PHED 3003 | PHED 3043 | PHED 3163 | PHED 3203 | PHED 3223 | PHED 3573 | PHED 3623 | PHED 3903 | PHED 407V | PHED 432V | PHED 4023 | PHED 4703 | PHED 4733 |
| 1. Content and Foundational Knowledge | | | | | | | | | | | | | | | |
| 1.1 | x | x | x | x | | | | | | | x | x | | | |
| 1.2 | | | | | x | | | | | | | | | | |
| 1.3 | | | | | | | x | | x | | | | | | |
| 1.4 | | | | | x | | x | | | | | | | | |
| 1.5 | | | | | | x | | x | x | x | | | | | |
| 1.6 | | | | | | | | x | | | | | | | |
| 1.7 | | x | | | | | x | x | | | | | | | |
| 1.8 | | x | | | | | | x | | x | | | | | |
| 1.9 | | | | | | | | x | | | | | | | |
| 2. Skillfulness | | | | | | | | | | | | | | | |
| 2.1 | x | x | x | x | | | | | | | | | | | |
| 2.2 | | x | | | | | | | | x | | | | | |
| 3. Planning and Implementation | | | | | | | | | | | | | | | |
| 3.1 | | x | | | | | | | | | | | | | |
| 3.2 | | x | | | | | | | | x | | | | | |
| 3.3 | | | x | x | | | | | | | x | x | | | |
| 3.4 | | | | | | | | | | x | | | | | |
| 3.5 | | | | x | | | | | | | | | | | |
| 3.6 | | | | | | | | | | | | | | | |
| 4. Instructional Delivery and Management | | | | | | | | | | | | | | | |
| 4.1 | | x | | x | | x | | | | | x | x | | | |
| 4.2 | | | x | x | | | | | | | x | x | | | |
| 4.3 | | | | | | | | | | | x | x | x | | |
| 4.4 | | | x | x | | | | | | | x | x | x | | |

| | PHED 2023 | PHED 2373 | PHED 3003 | PHED 3043 | PHED 3163 | PHED 3203 | PHED 3223 | PHED 3573 | PHED 3623 | PHED 3903 | PHED 407V | PHED 432V | PHED 4023 | PHED 4703 | PHED 4733 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 4.5 | | | | | | | | | | | x | x | | x | |
| 4.6 | | | | | | | | | | | x | x | | | |
| 5. Assessment of Student Learning | | | | | | | | | | | | | | | |
| 5.1 | | | | | | | | | | | x | | | x | |
| 5.2 | | | | | | | | | | | | | | x | |
| 5.3 | | | | | | | | | | | | | | | |
| 5.4 | | | | | | | | | | x | | | | | |
| 6. Professional Responsibility | | | | | | | | | | | | | | | |
| 6.1 | | | | | | x | | | | | | | | | x |
| 6.2 | | | | | | | | | | | | | | | x |
| 6.3 | | | | | | | | | | | | | | | |
| 6.4 | | | | | | | | | | x | | | | | |
| 6.5 | | | | | | | | x | | | | | | | |
| 7. Disciplinary Literacy | | | | | | | | | | | | | | | |
| 7.1 | | | | | | | | | | | | | | | |
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| 7.3 | | | | | | | | | | | | | | | |
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| 7.16 | | | | | | | | | | | | | x | | |
| 7.17 | | | | | | | | | | | | | | | x |
| 7.18 | | | | | | | | | | | | | | | |

| | PHED 2023 | PHED 2373 | PHED 3003 | PHED 3043 | PHED 3163 | PHED 3203 | PHED 3223 | PHED 3573 | PHED 3623 | PHED 3903 | PHED 407V | PHED 432V | PHED 4023 | PHED 4703 | PHED 4733 |
|------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
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| 7.20 | | | | | | | | | | | | | | | |

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| PHED 4743 | ENGL 1013 | ENGL 1023 | PHED 5313 | PHED 5803 |
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| PHED 4743 | ENGL 1013 | ENGL 1023 | PHED 5313 | PHED 5803 |
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5313 Course Syllabus

PHED 5313 Risk Management in Physical Education and Athletics

The University of Arkansas - College of Education and Health Professions (COEHP)

Department of Health Human Performance & Recreation (HHPR)

Program Affiliation: Kinesiology

Course Number and Title: PHED 5313 Risk Management in Physical Education & Athletics

Course Description: This course is designed to provide opportunities for the student to acquire an understanding of how to reduce the risk of injuries and eliminate hazards that may contribute to injuries associated with physical education and athletics.

Instructor: Christy Ralph E-mail: cralph@uark.edu

Objectives: In this course, the student will...

- - Identify common and uncommon injuries in Physical Education & Athletics.
- - Analyze causes and contributing factors for injuries in Physical Education & Athletics.
- - Examine current beliefs, practices, and procedures for Risk Management in Physical Education, Recreation, and Athletics.
- - Analyze current risk management issues for cause, damages, liability, and remedies.
- - Demonstrate an in-depth understanding of risk management issues in Physical Education & Athletics.
- - Explore helpful websites in relation to risk management, common injuries, procedures, and recommendations.
- - Evaluate the changing dynamics of a learning environment
- - Implement behavior management strategies to maintain a safe learning environment

Required Text: None

Prerequisites:

- Graduate standing and acceptance into the M.Ed. in Physical Education.
- An open and reflective mind, as we will be discussing issues that may contradict previous experiences or practices.

Content: Lessons in Risk Management in Sport & Recreation

- 1 - Decision Making & Managing Risk in Physical Education & Athletics
- 2 - Medical Emergency Action Plans
- 3 - Protecting Children and Concussion Awareness
- 4 - Heat Illness in Sport & Recreation
- 5 - Mental Health
- 6 - Bloodborne Pathogens
- 7 - Sudden Cardiac Arrest & the Use of AEDs
- 8 - Drug Testing and Aquatic Safety
- 9 - Equipment, Premises, Instruction & Supervision
- 10 - Playground Safety and Spinal Cord Injuries

Student Evaluation:

- Assignments – Emergency Contact List worth 20 points. 10 Flip video assignments at 10 points apiece. Playground Report Card is worth 30 points = Total points 150.
- Assessments – 10 quizzes worth 20 points. Total quiz points 200.

- Final Project Presentation - Students will reflect on the main ideas from each lesson and create a PowerPoint presentation. Worth 50 points.

***The University of Arkansas is a Microsoft Office University. Microsoft Office is FREE to all U of A students. Click here to download the software. <https://its.uark.edu/software/index.php>

Grading Scale: 400 Total Points

A = 360 - 400

B = 320 - 359

C = 280 - 319

D = 240 - 279

F = 239 and Below

***Assignments will be graded no later than one week after the due date.

Important Class Rules:

- - Submit all assignments prior to or on the due date. Plan ahead so you don't run into technology issues.
- - Read all rubrics in detail.
- - Be polite and kind to others during online discussions and video responses.
- - All assignments must be uploaded to Blackboard. Please do not email assignments to the instructor.
- - Double-check that your assignments are uploaded correctly on Blackboard.
- - Check your grade periodically to avoid any surprises.

Student Expectations

As remote learners, students must be proactive in their studies, able to balance academic responsibilities with life events, and able to dedicate an appropriate amount of time to a course. The most crucial skills are communication, time management, and staying organized.

Communication Plan

In this class, our official mode of communication is through uark.edu email (Instructor email cralph@uark.edu). 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.

Technology Requirements

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.

Unauthorized Use of Class Recordings and Notes

a. Unauthorized Use of Class Recordings

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

state and 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.

b. Unauthorized Recording by Student

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

c. Recording of Class Lectures

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

d. Unauthorized Use and Distribution of Class Notes

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

Academic Integrity

a. Unauthorized Websites or Internet Resources

There are many websites claiming to offer study aids to students. Still, 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.

b. 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 screenshot 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.
- Using 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.

Disability-Related Accommodations and Accessibility Course Accommodations

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

Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. If an informal resolution cannot be reached, there are procedures for students to pursue complaints of an academic nature.

Course Resources:

- - Internet access
- - University libraries <https://onesearch.uark.edu>
- - Professional journals and PDFs
- - YouTube Videos

Technical Support:

Blackboard Help Desk

Email: bbhelp@uark.edu

Website: <https://bbhelp.uark.edu/>

Daytime Phone: (479) 575-2905

Mon-Thur: 7 a.m. to midnight

Fri: 7 a.m. to 5 p.m.

Sat: 11 a.m. to 4 p.m.

Sun: 3 p.m. to midnight

After Hours: Call 479-575-2904 to alert technical staff if Blackboard Learn is not responding.

PHED Program Information:

<https://online.uark.edu/programs/master-education-physical-education.php>

PHED Graduate Manual:

<https://kins.uark.edu/degrees/med-physical-education/physical-education-manual-med.pdf>

5803 Course Syllabus

PHED 5803 Measurement Concepts

The University of Arkansas

College of Education and Health Professions (COEHP)

Department of Health Human Performance & Recreation (HHPR)

PROGRAM AFFILIATION: Kinesiology

COURSE NUMBER & TITLE: PHED 5803 Measurement Concepts for Physical Education Teachers and Coaches

CATALOG DESCRIPTION: An introduction to techniques used to evaluate student progress in a K-12 environment.

PREREQUISITES: Admittance into the Kinesiology MEd program.

INSTRUCTOR: Christy Ralph cralph@uark.edu

COURSE GOAL: The student will learn about methods for monitoring student progress in a K-12 environment using a variety of evaluation techniques.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Describe the importance of assessment
- Determine what to assess and how to assess it
- Develop assessments specific to a physical education setting
- Utilize basic statistics to interpret assessments
- Select authentic assessments that measure student attainment of objectives
- Implement formative and summative assessments that monitor and evaluate student learning

TOPICS:

- Identifying platforms for evaluating students
- Utilizing the state and national standards to develop effective lesson assessments
- Developing self and peer assessments
- Taking action with meaningful data
- Exploring a variety of assessments
- Using collected data to make program changes

STUDENT EVALUATION

- **Quizzes** (10 @ 20 pts. each): A total of 200 points. Each student will complete ten open-note quizzes. Each quiz will cover the presented information from the course and must be completed in one hour.
- **Flip Video Assignments:** (4 @ 10 pts. each).A total of 40 points. Students will record themselves answering questions and responding to another student's video.
- **Lesson Assignments:** A total of 160 points. Each lesson will have an assignment specific to the information learned in that lesson.

***The University of Arkansas is an MS Office university. MS Office is FREE to all UA students.

<https://its.uark.edu/software/index.php>

GRADING SCALE: 400 Total Points

A = 360 - 400

B = 320 - 359

C = 280 - 319

D = 240 - 279

F = 239 and Below

***Assignments will be graded no later than one week after the due date.

REQUIRED TEXTS: No textbook is required for this class

COURSE RESOURCES:

The University of Arkansas Library link <https://onesearch.uark.edu>

FACULTY RESPONSE TIME:

- The instructor will answer all e-mails within 24 hours.
- Assignments will be graded no later than one week after the due date.

IMPORTANT CLASS RULES:

- Submit all assignments prior to or on the due date (Plan ahead so you don't run into technology issues).
- Be polite to others during online discussions and Flip videos.
- All assignments must be uploaded to Blackboard prior to or on the day the assignment is due.

STUDENT EXPECTATIONS

As remote learners, students must be proactive in their studies, able to balance academic responsibilities with life events, and able to dedicate an appropriate amount of time to a course. The most crucial skills are communication, time management, and staying organized.

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***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 using the Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

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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.

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 screenshot 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.

DISABILITY-RELATED ACCOMMODATIONS AND ACCESSIBILITY COURSE ACCOMMODATIONS

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

ACADEMIC APPEALS

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. If an informal resolution cannot be reached, there are procedures for students to pursue complaints of an academic nature.

TECHNICAL SUPPORT: Blackboard Help Desk

Email: bbhelp@uark.edu Phone: (479)575-6804