

Program Approval Protocol for:

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

*1. Cover Sheet (See Attached)

***2. Rationale**

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

***3. Institutional Approval**

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

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

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

considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (<https://registrar.uark.edu/program-unitchanges/index.php>).

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

4. Documentation of Revisions

a. Changes to the Curriculum

*i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

First Year	Units	
	FALL	SPRING
ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
Math State Minimum Core (Satisfies General Education Outcome 2.1)	3	
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹	4	
U.S. History or Government State Minimum Core	3	
Fine Arts State Minimum Core (Satisfies General Education Outcome 3.1) ¹	3	
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
MATH 22103 Survey of Mathematical Structures I		3
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹		3
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹		4
HDFS 24103 Family Relations (Satisfies General Education Outcomes 3.3, 4.1, and 4.2)		3
Year Total:	16	16
Second Year	Units	
	FALL	SPRING
Application must be made for admission to Professional Education Courses for beginning of spring semester		

<u>MATH 22203</u> Survey of Mathematical Structures II	3	
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3	
<u>CIED 30203</u> Survey of Exceptionalities	3	
Humanities State Minimum Core (Satisfies General Education Outcome 3.2) ¹	3	
Elective	3	
<u>SPCH 10003</u> Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)		3
<u>CIED 30303</u> Classroom Learning Theory		3
<u>CSDI 22503</u> Introduction to Communicative Disorders		3
Elective		6
Year Total:	15	15

Third Year	Units	
	FALL	SPRING
<u>SPED 44503</u> Assessment of Students with Disabilities	3	
<u>SPED 44803</u> Teaching Literacy Skills to Students with Disabilities	3	
<u>SPED 44903</u> Introduction to Students with High Incidence Disabilities	3	
<u>SPED 44403</u> Career Development and Transition Planning for Students with Disabilities	3	
<u>SPED 44203</u> Technology for the Inclusive Classroom	3	
<u>SPED 47803</u> Professional and Family Partnerships		3
<u>SPED 44103</u> ABA and Classroom Management for Teachers		3
<u>SPED 44703</u> Teaching Students with Disabilities in Math and Science		3
<u>SPED 44603</u> Teaching Students with Extensive Support Needs		3
<u>SPED 41703</u> Introduction to Dyslexia: Literacy Development and Structure of Language		3
Year Total:	15	15

Fourth Year	Units	
	FALL	SPRING
<u>SPED 45309</u> Special Education Internship – Kindergarten-6th Grade	9	
<u>SPED 45403</u> Special Education Seminar	3	
<u>SPED 44303</u> Curriculum Development and Instructional Planning	3	
<u>SPED 45609</u> Special Education Teaching Internship – 7 th -12 th Grade		9
<u>SPED 45703</u> Special Education Seminar (Satisfies General Education Outcome 6.1)		3
<u>SPED 45801</u> Special Education Research		1
Year Total:	15	13

SPED Content Course Numbers	Changes (if any)
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SPED 44103 ABA & Classroom Management for Teachers	No change
SPED 44303 Curriculum Development and Instructional Planning	Move to fall 2
SPED 44803 Teaching Literacy Skills to Students with Disabilities	No change
SPED 44903 Introduction to Students with High Incidence Disabilities	No change
SPED 41703 Introduction to Dyslexia: Literacy Development and Structure of Language	No change
SPED 44203 Technology for the Inclusive Classroom	No change
SPED 44603 Teaching Individuals with Extensive Support Needs	No change
SPED 44703 Teaching Students with Disabilities in Math and Science	No change
SPED 44503 Assessment and Programming for Students with Disabilities	No change
SPED 44403 Career Development and Transition Planning for Students with Disabilities	No change
SPED 45609 Special Education Residency - 7th through 12th Grade	-increase to 9 credit hours -change name to residency
SPED 45309 Special Education Residency - Kindergarten through 6th Grade	-increase to 9 credit hours -change name to residency
SPED 45403 Special Education Seminar - Kindergarten through 6th Grade	-remove kindergarten through 6 th grade
SPED 45503 Special Education Research - Kindergarten through 6th Grade	-remove from program of study & replace with SPED 44303
SPED 45703 Special Education Seminar	-remove 7 th -12 th
SPED 45801 Special Education Research	-reduce to 1 hour course -remove 7 th -12 th
SPED 47803 Professional and Family Partnerships	-new course in spring 1
Third Year Credits	-No Change
Fourth Year Credits (28)	-15 in Fall -13 in Spring

*ii Provide a revised [curriculum matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable.

Special Education K-12 (First Time)	Course Alignment with ADE Content Competencies														
	SPED 44303 Curr	SPED 44603 Ext	SPED 44703 M & S	SPED 44803 Lit	SPED 44103 ABA	SPED 44503 Assess	SPED 44403 C & T	SPED 44203 Tech	SPED 44903 High Inc	SPED 41703 Dys	SPED 45309 Resid	SPED 47803 Prof & Fam	SPED 45609 Resid	SPED 45703 & 45403 Semi	SPED 45801 Res
1. Engaging in Professional Learning and Practice within Ethical Guidelines															
1.1			X	X	X	X	X	X	X	X	X	X	X	X	X
1.2			X	X	X		X	X	X	X	X	X	X	X	X

1.3	X		X	X	X	X	X	X	X	X	X		X	X	X
2. Understanding and Addressing Each Individual's Developmental and Learning Needs															
2.1	X	X	X	X	X		X	X	X	X	X	X	X	X	X
2.2		X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge															
3.1	X	X	X	X	X		X	X	X	X	X	X	X	X	X
3.2	X	X	X	X	X		X	X	X	X	X	X	X	X	X
3.3		X	X	X	X		X	X	X	X	X		X	X	X
4. Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making															
4.1		X	X	X	X	X	X	X	X	X	X		X	X	X
4.2	X	X	X	X	X	X	X	X	X	X	X		X	X	X
4.3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Supporting Learning Using Effective Instruction															
5.1	X	X	X	X	X	X	X	X	X	X	X		X	X	X
5.2	X	X	X	X	X		X	X	X	X	X		X	X	X
5.3	X	X	X	X	X		X	X	X	X	X		X	X	X
5.4	X	X	X	X	X		X	X	X	X	X		X	X	X
5.5	X	X	X	X	X		X	X	X	X	X		X	X	X
5.6	X	X	X	X	X		X	X	X	X	X		X	X	X
6. Supporting Social, Emotional and Behavioral Growth															
6.1	X	X	X		X		X	X	X	X	X	X	X	X	X
6.2		X	X		X		X	X	X	X	X		X	X	X
6.3	X	X	X		X	X	X	X	X	X	X		X	X	X
6.4		X					X	X			X		X	X	X
7. Collaborating with Team Members															
7.1		X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.2		X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.3		X	X	X		X	X	X	X	X	X	X	X	X	X
7.4		X	X	X		X	X	X	X	X	X	X	X	X	X

*iii Provide a revised Arkansas Teaching Standards [matrix](#) for first-time licensure programs documenting how the [Arkansas Teaching Standards](#) are covered in the program of study.

All licensure areas	Course Alignment with Arkansas Teaching Standards																		
	CIED 10003 Intro Tech Ed	CIED 10103 Intro To Ed	CIED 30203 Survey	SPED 44303 Curr	SPED 44603 Ext	SPED 44703 M & S	SPED 44803 Lit	SPED 44103 ABA	SPED 44503 Assess	SPED 44403 C & T	SPED 44203 Tech	SPED 44903 High Inc	SPED 41703 Dys	SPED 45309 Resid	SPED 47803 Prof & Fam	SPED 45609 Resid	SPED 45703 & 45403 Semi	SPED 45801 Res	
Standard #1 Learner Development	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Standard #2 Learning Differences	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard #3 Learning Environments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard #4 Content Knowledge			x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Standard #5 Application of Content	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard #6 Assessment	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard #7 Planning for Instruction	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard #8 Instructional Strategies	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard #9 Professional Learning and Ethical Practice		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard #10: Leadership and Collaboration	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

*iv Provide documentation outlining how the appropriate [TESS](#) or [LEADS](#) standards ([TESS for aspiring teachers](#), TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable.

Course Number	TESS Alignment
SPED 44103 ABA & Classroom Management for Teachers	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 44303 Curriculum Development and Instructional Planning	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
SPED 44803 Teaching Literacy Skills to Students with Disabilities	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
SPED 44903 Introduction to Students with High Incidence Disabilities	1 – Plan & Prep 2 – Classrm Env 3 – Instruction

	4 – Prof Respon
SPED 41703 Introduction to Dyslexia: Literacy Development and Structure of Language	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
SPED 44203 Technology for the Inclusive Classroom	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 44603 Teaching Individuals with Extensive Support Needs	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 44703 Teaching Students with Disabilities in Math and Science	2 – Classrm Env 4 – Prof Respon
SPED 44503 Assessment and Programming for Students with Disabilities	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
SPED 44403 Career Development and Transition Planning for Students with Disabilities	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
SPED 45609 Special Education Residency - 7th through 12th Grade	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 453089 Special Education Residency - Kindergarten through 6th Grade	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 45403 Special Education Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 45801 Special Education Research	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 45703 Special Education Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 47803 Professional and Family Partnerships	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon

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:

This program was approved in the last two years. Syllabi for the new course (SPED 47803) and the revised residency and seminar courses have been included.

vi Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments. (if there are no changes, just say this for this indicator

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

General Requirements for Traditional Programs:

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

Requirements of the Traditional Educator Preparation Programs:

- i. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
 - a. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
 - b. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
- ii. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.
 - a. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.
- iii. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all

partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.

iv. A copy of the MOU signed by districts can be find in Appendix _____. The MOU includes:

- a. Goals of partnership
- b. Responsibilities of the district
- c. Responsibilities of the EPP
- d. Joint responsibilities
- e. Timelines/Schedules for walk-throughs, meetings, and other communications

v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:

a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).

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

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

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

***c. Transition to DLT Format**

- i Submit a rationale for the transition.
- ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
- iii 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.
- iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes
- v. 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**

i Describe any changes to entry requirements. Students are defined as teacher candidates once they have been officially admitted into their teacher education program. This occurs during spring of the sophomore year for undergraduate programs.

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

There are no changes to retention procedures

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

***5. Transition Plan**

Students graduating in spring 2025 and spring 2026 will follow the current 8 semester degree plan. Student graduating in spring 2027 will begin the proposed program in fall 2025.

SPED 45309 SPED Teaching Residency SPED 45403 SPED Seminar
Undergraduate Course Credit

Instructor Jacquelyn Scalf
Internship Coordinator: Jacquelyn Scalf
Internship Supervisor: Jacquelyn Scalf
Office Hours: By Appointment
Contacts:
jtscaf@uark.edu

Catalog Description

SPED Residency: Provides the opportunity to focus on demonstrating and refining teaching skills through internship in special education and simultaneously developing a professional portfolio.

SPED Seminar: Provides the opportunity to focus on issues encountered in the teaching internship in special education grades while simultaneously developing a professional portfolio.

Instructor Expectations

- We will work to the best of our abilities.
- We will communicate effectively orally and in writing.
- We will think analytically and produce original work.
- We have a responsibility to create an environment for all to learn.
- We will be prepared to participate and engage in this class, so we all benefit from each other's knowledge, insights, and experiences.
- We will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals in our interactions in our classroom and within this learning community.

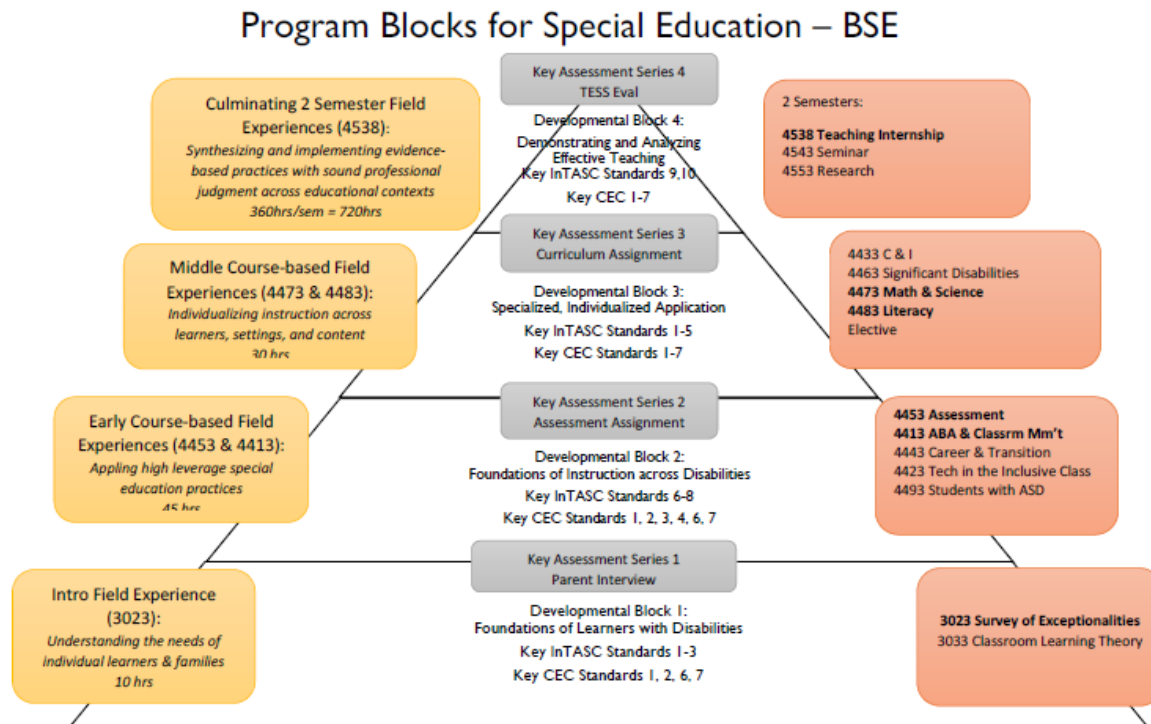
Learning Objectives

After completing this course, students will:

- Value all students' learning and the provision of equity within the classroom (CEC Initial Preparation Standard 1)
- Demonstrate commitment, knowledge, understanding, and skills required in teaching all students and particularly students with disabilities (CEC Initial Preparation Standard 1, 3)
- Refine their individual teaching philosophy and view of education (CEC Initial Preparation Standard 6)
- Design individual educational programs that address specific characteristics and needs of the children being taught (CEC Initial Preparation Standard 1, 2, 3, 4, 5)
- Apply evidence-based decision making to inform instruction (CEC Initial Preparation Standard 1, 4, 5, 7)
- Evaluate assessment data to inform decision making at IEP meetings (CEC Initial Preparation Standard 4, 6, 7)

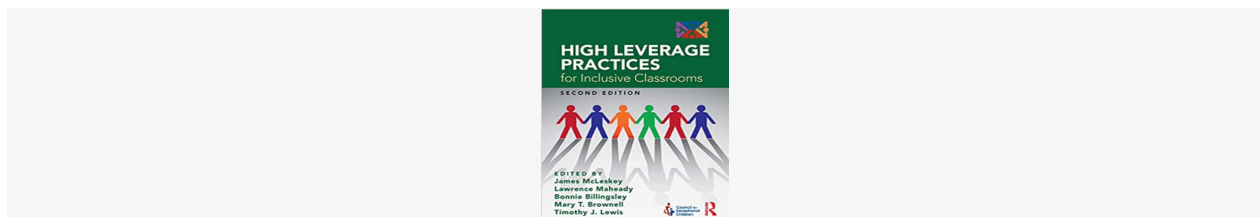
- Describe the legal aspects of special education in their work in classrooms and in collaborative educational situations (CEC Initial Preparation Standard 6, 7)
- Describe the professional ethics, standards, and policies of Council for Exceptional Children when designing instruction and when working with students and their families (CEC Initial Preparation Standard 6)

Field Experiences



Textbooks & Resources

The following text will be used throughout the internship.



Title	High Leverage Practices for Inclusive Classrooms
Author	James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, Timothy J. Lewis

ISBN	978-0367702304
Publisher	Routledge, Council for Exceptional Children
Publication Date	March 30, 2022
Page Count	0
Type	Print
Required	
Description	You are not obligated to purchase from any specific seller.

Additionally, to build knowledge of resources and promote engagement in your professional community you are expected to pay to become a student member of the Council for Exceptional Children [by following the instructions at this link.](#)

Attendance and Tasks Across Courses

Seminar (schedule below)

- Students will meet one time each week to participate in a seminar on campus
- Students will attend the weekly seminar and come prepared to actively participate in collaboration, reflection, and professional development on critical topics in education
- No more than three absences are permitted each semester during seminar. Two tardies to seminar will equal one absence.

Schedule Across Courses

****schedule may change without notice**

<u>Dates</u>	<u>Schedule & Instructor</u>	<u>Assignments Due</u>
August 23	Syllabus Review & Reflection on Initial Internship Experiences Pre-assessment	
August 30th	HLP Research Planning Identification of HLP Foundational Skills Module 1: Part 1 and 2	• Journal One
September 6 th	Explicit Instruction Cycle Foundational Skills Part 3	
September 13	Identification of Credible Sources for Research Foundational Skills 3: Part 1	• Journal Two
September 20	Creating Objectives to Meet Student Needs & Aligning Instruction Foundational Skills 3 : Part 2 and 3	
September 27	Classroom Management Strategies Foundational Skills 2 : Part 1	• Journal Three
October 4	CEC Standards and Artifact Review	

	Foundational Skills Part 4	
October 11	Assessment & Data Analysis Foundational Skills Part 4	<ul style="list-style-type: none"> • Journal Four
October 18	End-of-Placement Evaluation Preparation Foundation Skills Part 5	
October 25	Research Organization Foundational Skills Part 5	
November 1	Intensive Interventions Foundational Skills 2 Part 2	<ul style="list-style-type: none"> • Journal Five • Research Presentation
November 8th	Research Presentation Workday Foundational Skills Part 6	
November 15	Research Presentation Workday Foundational Skills Part 7	<ul style="list-style-type: none"> • Journal Six • Video of Teaching • Research Formal Report
November 22	Present Research Project	
December 1	Development of PGP and Presentation of Goal Post Assessment	<ul style="list-style-type: none"> • Journal Seven
December 6	Reading Day-No Class	
December 13	<u>All Assignments Due</u>	<u>All Assignments Due</u> <ul style="list-style-type: none"> • Formal observation self-reflection EOP completed by intern (video-recorded) • Formal (End-of-Placement) observations by spring mentor teacher • Formal (End-of-Placement) observation by the faculty internship supervisor • Professional Growth Plan • Professional Disposition Triangulated Reflection (word

		document or video)
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Residency (gradual increase timeline below)

- Teacher candidates’ internship semester lasts approximately 18 weeks with approximate hours of 7:45 am – 3:10 pm each day Monday-Thursday
- Teacher candidates report to the internship site with mentor teachers on the start date and follow the public school calendar until Reading Day each semester
- The internship semester is divided into two integrated phases: observation/participation, and teaching. Teacher candidates observe and actively participate from the beginning of each rotation. Teacher candidates are expected to observe and note policy, procedures, routines, transitions, instructional strategies, and pedagogical style closely in order to be prepared for the teaching phase. Teacher candidates will gradually assume teaching responsibility until their solo teaching for each rotation.
- No more than five absences are allowed in the **internship**.
- Students will communicate with their mentor, SPED faculty, and university internship supervisor when they will be absent
- During the internship experience, students will develop a professional portfolio to show competency across the seven CEC Standards of Initial Preparation
- Students will be expected to follow Covid related [quarantine and isolation guidelines](#) throughout the semester and will not be penalized for doing so

Internship Tasks/Assignments:

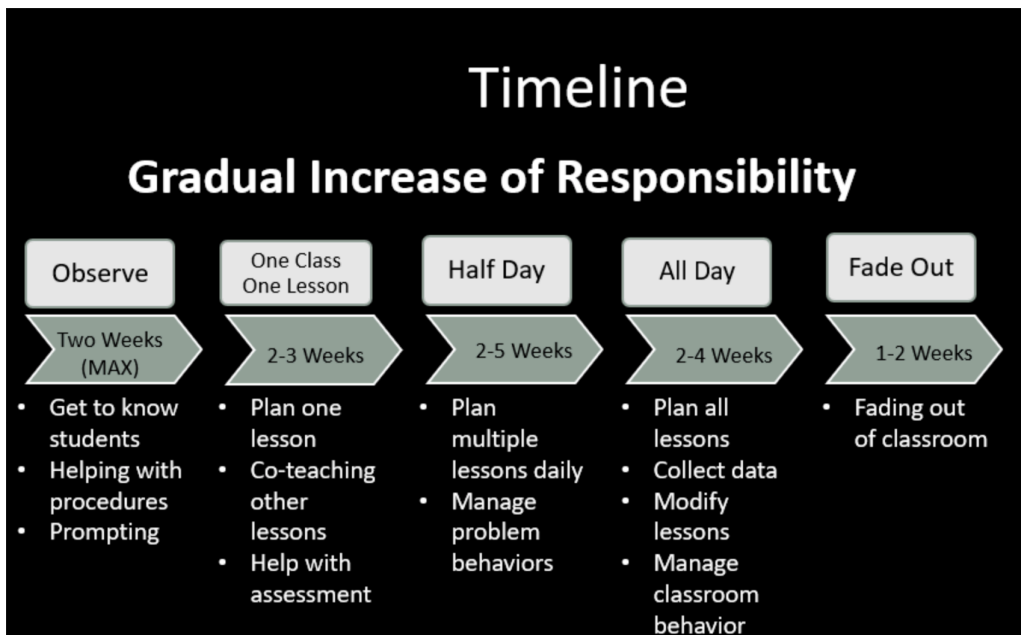
- Submitted Electronically throughout Semester:
 - Bi-weekly reflection journals (total of 7 each semester)
- Major Assignment Submissions (end of semester):
 - Formal observation self-reflection EOP completed by intern (video-recorded)
 - Candidates will record their teaching and complete a self-evaluation using the TESS-aligned End of Placement Form. (*Note*. You can use one of your video analysis recordings for this assignment)
 - Formal (End-of-Placement) observations by spring mentor teacher
 - Formal (End-of-Placement) observation by the faculty internship supervisor
 - Professional Growth Plan
 - Professional Disposition Triangulated Reflection (word document or video)
 - **Portfolio Requirements (Submitted Spring Semester)**

The following components will be compiled into a portfolio that must be submitted to Special Education Faculty four weeks prior to graduation. Faculty will collaboratively evaluate the portfolio submissions to determine if the Special Education Teacher Candidate has demonstrated competency and can be recommended for teacher licensure.

Note. This will not be submitted until the spring semester; however, teacher candidates should include artifacts from each semester of their internship experience.

- Two artifacts to demonstrate competency in each of the seven CEC standards of initial preparation
- One page rationale for selection of artifacts to demonstrate CEC standards of initial preparation, including, evidence artifact provides of demonstration of High Leverage Practices

Roles of Candidates in Residency Setting Across Semester



Field Observations

Teacher candidates will be observed in the field at a minimum of four times by their university supervisors. The purpose of these observations is to support teacher candidates in developing their practice. Prior to the observation, teacher candidates are expected to submit their lesson plan to their observing university supervisors. ***The lesson plan template can be found at the end of this syllabus or on the Blackboard Course.*** Candidates are STRONGLY encouraged to review their lesson plans with their mentor teachers or supervisors prior to submitting to the University Supervisor. All sections of the lesson plan should be completed. Teacher candidates and university

supervisors will be completing the reflection component together at the end of instruction.

Assignment Submission

- All major course assignments will be submitted in the Blackboard Seminar Course.
- Seminar involves activities and group events during some classes. Due to their nature, these events **cannot be made up or rescheduled**. If you miss class on a day when such events occur – **you will not receive credit for this work**. Assignments not in by the submission date are **Late**. Late work will not be accepted, and the assignment will score as a 0%.
- **All submitted work should be typed and follow APA guidelines.**

Technology Requirements

The course is supported by Blackboard course management system. Every student will receive a Blackboard login and password with which you can access this course. The Blackboard URL is <https://learn.uark.edu/>. You should access this page regularly for the latest announcement and course activities.

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

All submitted work should be typed and follow APA guidelines.

Accommodations for 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.

COVID-19 Guidelines

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

Face Coverings

Face coverings are required inside campus buildings. Wear a mask or face covering while you are in this building and in our classroom. If you require accommodations due to physical or other restrictive conditions, please contact the [Center for Educational Access](#).

For more information regarding COVID click this [link](#)

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

Plagiarism and cheating in any form will not be tolerated. Any student found to have cheated or plagiarized the work of other students or published authors will be referred to the office of academic integrity for further action.

AI Usage

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.

Equal Treatment

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

Inclement Weather Policy

In cases where the weather has caused hazardous driving conditions, the University may be closed and if such conditions prevail at 5:00 A.M., the closure will be for the day. Announcements of the University's closing are given to the University's radio station (KUAF, 91.3) and other local radio and TV stations for broadcast. Closing information is also available through the University's website, voicemail, or by dialing 479-575-7000

Changes to the Syllabus

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required, including changes in the grading components. The instructor will announce any deviations from this syllabus in class.

Professionalism

Students are required to maintain professional decorum during class. Tablets and laptops will only be permitted for a specific task. Unprofessional behavior during class will result in the student being dismissed from class for the remainder of the day. Cell phones should be switched to silent. Never answer a call or text in class. If a call is of an emergency nature, leave the room.

Communication

In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional. When writing an email to the professor, please use standard letter formatting, i.e., Ms. Scalf Sincerely, Student Name.

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number: SPED 47803
Course Title: Professional and Family Partnerships
Prerequisite: Admission to BSE Special Education or B-K Special Education

Course Description

This course is a study of research-based strategies for partnership with professionals and families. This course will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

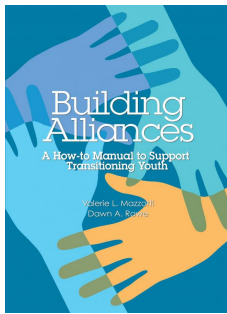
Course Objectives:

1. Students will describe family theories and research and apply that to working with diverse families across their children's time in school with deliberate focus on transition from school to adulthood. *Related to CEC Initial Preparation Standards 6.3; CEC Advanced Preparation Standards 1.2, 2.2; CEC Transition Specialist Standards 7*
2. Students will develop an understanding for the historical perspectives on the relationships between families of children with disabilities and schools, as well as the legal rights of families. Based on this knowledge of history, students will argue for areas in which the field and parent relationships with schools have changed over time and suggest continued needs to support students and families. *CEC Advanced Preparation Standards 1.1, 1.2, 1.3; CEC Transition Specialist Standards 5, 6, 7*
3. Students will apply knowledge of the principles of the Individualized Disability Education Act (IDEA) to school practices and seek out specific resources for families on their and their children's legal rights in multiple languages. *CEC Advanced Preparation Standards 1.1, 1.2, 1.3; CEC Transition Specialist Standards 5, 6, 7*
4. Students will reflect on their own family background and experiences and analyze how they may influence their interactions with families. *Related to CEC Initial Preparation Standards 2.2, 6.0, 7.0, CEC Advanced Preparation Standards 7.1; ; CEC Transition Specialist Standards 7*
5. Students will become aware of various cultural and social structures and values in individual families, identify the specific needs of culturally and linguistically diverse students and families, and analyze their current practices and perspectives for cultural competence. *Related to CEC Initial Preparation Standards 1.1, 1.2, 1.3., 2.1, 2.2; CEC Advanced Preparation Standard 3.2, 7.1; CEC Transition Specialist Standards 7*
6. Students will develop skills in communicating, reflective listening techniques, and establishing rapport with families and interdisciplinary professionals. *Related to CEC Initial Preparation Standards 7.1, 7.2; CEC Advanced Preparation Standards 7.2, 7.3; CEC Transition Specialist Standards 7*

7. Students will develop knowledge of strategies for actively including parents and their children in educational and transition planning from school to adulthood, and as co-equals on interdisciplinary teams. *Related to CEC Initial Preparation Standards 7.1, 7.2; CEC Advanced Preparation Standard 5.3, 6.4; CEC Transition Specialist Standards 7*
8. Students will demonstrate knowledge of different teaming dynamics and their impact on interdisciplinary collaboration. *Related to CEC Initial Preparation Standards 7.1, 7.2, 7.3; CEC Transition Specialist Standards 7*
9. Students will demonstrate knowledge of the variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. *Related to CEC Initial Preparation Standards 4.3, 6.6, 7.1, 7.2, 7.3, 7.4; CEC Advanced Preparation Standards 6.5, 6.6, 7.3; CEC Transition Specialist Standards 7*
10. Students will develop an awareness of their own values, biases, interpersonal, leadership, and team membership styles. *Related to CEC Initial Preparation Standards 1.1, 1.3, 6.6; CEC Transition Specialist Standards 7*
11. Students will demonstrate an awareness of various community resources by aligning identified needs with supports for families. *Related to CEC Initial Preparation Standards 5.6, 7.3; CEC Transition Specialist Standards 7*

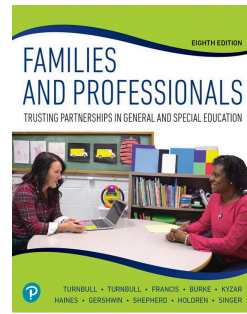
Required Texts

The following texts are required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson. For the major assignment, Book Reflection, you are also asked to get ahold of and read one of five books (described in assignment section) and develop a reflective book review.



Text A – Turnbull, A., Turnbull, R., Francis, G. L., Burke, M... (2021). Families and Professionals: Trusting Partnerships in General and Special Education. (8th Ed). Pearson.

Text B – Mazzotti, V. L. & Rowe, D. (2014). Building Alliances: A How-To Manual to Support Transitioning Youth. Council for Exceptional Children.



Text C – Recommended/Not Required
Greene, G. (2011). Transition Planning for Culturally and Linguistically Diverse Youth. Brookes.

Course Schedule and Activities

Module	Week	Lessons	Textbook Readings*
Why:	8/21-	Introduction	Syllabus;

Lesson 1	8/27	<ul style="list-style-type: none"> ○ Course Overview ○ Ethics, Justice, and Leadership 	Turnbull et al., Vignette pg. 1; Mazzotti & Rowe, Intro
Why: Lesson 2	8/28-9/3	Trust, Partnership, and Social Justice	Turnbull et al., Ch.1, p. 3-44; Mazzotti & Rowe, Ch. 1, p. 9-21
Why: Lesson 3	9/4-9/10	IDEA - Trusting Partnerships and the law	Turnbull et al., Ch.2, p. 45-79
Who: Lesson 4	9/11-9/17	Family as Partners: <ul style="list-style-type: none"> ○ Characteristics Overview ○ Culture and Identity ○ Lived Experiences 	Turnbull et al., Ch.3, p. 80-112
Who: Lesson 5	9/18-9/24	Family as Partners <ul style="list-style-type: none"> ○ Systems ○ Interactions 	Turnbull et al., Ch.4, p. 113-124
Who: Lesson 6	9/25-10/1	Family Systems <ul style="list-style-type: none"> ○ Family Functions ○ Life Span 	Turnbull et al., Ch.4, p. 125-140
Who: Lesson 7	10/2-10/8	School Team Partners	Turnbull et al., Ch.5 p.141-169; Mazzotti & Rowe, Ch. 2, p. 23-31
Who: Lesson 8	10/9-10/15	School Team Partners <ul style="list-style-type: none"> ○ Paraprofessionals 	Turnbull et al., Ch.5 p. 165;
Who: Lesson 9	10/16-10/22	Community Partners <ul style="list-style-type: none"> ○ Identifying needs and resources for families ○ Supporting families and educational partners 	Turnbull et al., Ch.5 p. 169-182; Mazzotti & Rowe, Ch. 3, p.33-40
Who: Lesson 10	10/23-10/29	Students as Partners <ul style="list-style-type: none"> ○ Engaging students in decision making and planning 	See BB for Articles
How: Lesson 11	10/30-11/5	Communication <ul style="list-style-type: none"> ○ Culturally responsive and sustaining practices ○ Empathetic communication 	Turnbull et al., Ch. 8, p. 250-291; See BB for Articles
How: Lesson 12	11/6-11/12	IEP Process <ul style="list-style-type: none"> ○ Meaningful parental involvement ○ Parental rights and due process 	Mazzotti & Rowe, Ch. 4, p. 41-55; See BB for Articles
How: Lesson 13	11/13-11/19	Dilemmas and Conflict with Families and Teams	See BB for Articles
How: Lesson 14	11/20-11/26	Equity <ul style="list-style-type: none"> ○ Least dangerous assumptions 	Turnbull et al., Ch. 6, p. 184-217; Turnbull et al., Ch. 7, p. 218-249
	11/27-12/3	Catch Up Week/Rest- Thanksgiving Break 11/27-11/29	
How: Lesson 15	12/4-12/10	Advocacy, Commitment, and Wrap-up	Turnbull et al., Ch.9, p. 292-325; Turnbull et al., Ch. 10, p. 326-356

		○ Effects/barriers to advocacy	
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*This calendar only includes textbook readings. Complete reading expectations for each module (e.g., textbook, journal articles), as well as other course materials (e.g., videos, websites), will be posted on the materials page of each weekly module on Blackboard.

Course Structure

This course is structured in an online format. You will complete 1 module per week.

Assignments

Please note: All assignments and final discussions are due by 11:55pm TUESDAY night.

Assignment- Family Interview Project: Parts 1–5
(120 points total)

Weekly Modules Across 3 Content Areas
The course is divided into 3 content areas. The Why, Who and How of Family and Professional Partnerships. One module will be released each week, following the syllabus schedule.

Purpose:

This project is an opportunity for you to become familiar with the strengths and challenges experienced by a family that includes a child with a disability. In addition, this project enables you to acquire experience and perspective on the delivery of services within the context of families that includes a child with a disability. Be sure that the family is comfortable with you working with them. You must have the family member you are interviewing sign that you have permission to conduct your project with their family and return it to your instructor by date on schedule (see family invitation form).

What kind/form of family should I look for?

In this project, I want you to expand your horizons. Seek out a family that is different from your own (e.g., different culturally, different intersectionalities, different structure, child has a disability you are less familiar with). Select a family that includes a child, adolescent, or young adult with a disability.

How do I find such a family?

Use all of the resources you have at hand! Fellow class members may know multiple families that are willing to participate in this project. Families at your school or other community settings you frequent (e.g., place of worship) may be willing to participate in this project. Faculty at your school may be a resource for you, as well. I do not recommend choosing a family of a current student of yours to minimize sharing of information that comprises your relationship and work together. Once you identify a family, explain to them the purpose of the project (to learn more about families that include members with disabilities) and assure them of the confidentiality of any information they share with you. Share with the family the invitation/permission form that outlines what you are asking the family to do and have the family member you are interviewing sign the form.

There are 5 components to this project (Self Reflection, Family Interview, Family Routine, Community Resources, Presentation). Each component is outlined below.

Part 1: Self Reflection

An understanding of family’s experience includes a reflection of our own in order to be clearer about the ways in which our own experiences and perspective influence the ways in which we

perceive those of others.

1. Go to Harvard's Project Implicit (<https://implicit.harvard.edu/implicit/takeatest.html>), complete 2 of the following implicit bias tests (Native, Race, Asian, Arab-Muslim, Sexuality, Skin-Tone, Religion, Weight). One of these **must** be the Disability bias test; the other is of your choosing. You will not need to share exact results or prove that you took the test. *Do **not** feel obligated to share information about yourself or your family that you are uncomfortable sharing.*
2. Consider the following questions as you reflect on ways in which your own family background influences your experiences with other families. Explore these in your presentation only if you are comfortable:
 - a. Where is my family from? What part of the world/country/state? How did geographical location influence child rearing practices and values? What were the significant events in my life?
 - b. What are my intersectionalities within my family's? How do these interact with each other?
 - c. How have key events influenced who I am today? In what way, if any, did my upbringing influence my decision to enter my field of practice?
 - d. What do I consider my community? Who is a part of that community? How does my community influence my family and myself?
 - e. What are aspects of my family and community that I consider strengths/assets?
 - f. How might my understanding of myself, my family, and my community influence my interpretation of students' or family challenges/needs/strengths or my recommendations for service?
 - g. What are experiences that I am lacking in understanding the assets and values of families and communities different from my own?

Part 2: Family Interview

The interview should be viewed as an opportunity to listen to their "family story" as well as an opportunity to practice your skills in family interviewing and assessment. The purpose of listening to families is to gain a comprehensive view of the needs and strengths of the family as a basis for providing individualized and relevant support to the family. Consider an expansive view of "family". While many disabled children and youth are supported by a traditional, western form of "family" – 2 heterosexual parents and siblings – this is not everyone's experience. Focus your interview on the closest caregiver to the child or youth with disability – parent, grandparent, older sibling, foster parent, non-biological caregiver. This component consists of the following steps:

1. Contact the family to set up a time for your interview (the interview can be done in person, via phone, or via online platform).
2. Provide the family with an invitation/permission letter prior to actually conducting the interview. Explain to the family that all information they provide will be kept confidential.
3. Conduct the interview. Remember to be respectful to the family at all times. Be aware of any tendencies to express judgement, validation which may be experienced as you interact with the family.

Things to consider:

- It is OK to take notes during the interview, but I recommend writing them rather than typing them. Sometimes families feel intimidated when a professional is typing, and they

can't see what the professional is typing.

- Be clear with the family about how much time you will need. If you are likely to go over during the interview, especially if the family seems to be enjoying sharing their story, stop and negotiate a stop time that is responsive to the family's needs.

Some questions to consider asking include:

1. Tell me about your family structure. For example, who lives in your home? Are there other people not living in your home you consider part of your family?
2. Please tell me about your child with the disability (strengths, areas of need). *Questions will change based on the child's disability and age but may include some of the following:*
 - a. What did the early years look like?
 - b. How did you come to learn about your child's disability? Tell me about the process of diagnosis? What supports did you have? What do you wish was different about that process?
 - c. Please tell me about your child's experience in school. What works well? What is hard?
 - d. What has been your experience at IEP meetings? What has been helpful? Not helpful?
 - e. How was the transition post school? What was helpful? What was not helpful?
 - f. Can you recall a time when you felt very surprised by your child and his/her strengths?
3. Are there particular challenges that you struggle with? What supports do you have related to these? What supports do you still need?
4. What would you most like school professionals to know about living with a child with a disability?
5. What do you feel are your family's strengths related to your child? What are your challenges? How do you manage these? What supports do you have access to?
6. What resources do you use in your community? What supports do you have? Are there things you wish you can do or do more of? What would be helpful for you?
7. How are you similar to or different than other families you know with children with disabilities?
8. What do you wish professionals knew about your experience interacting with us?
9. Is there anything else you'd like me to know that I haven't asked you about yet?

At the conclusion of the interview explain that you will gather a list of resources for the family. You may say something similar to: "As part of this project I will research resources in your area that you may find helpful for you and your child. Are there particular resources that you would like information about?". Next, schedule a time when you can join the family for one of their family routines (e.g., dinner, shopping, church, completing homework after school) and share with them the community resources you gathered at that time.

The interview needs to be completed by **the date on the schedule** so that you have enough time to complete all aspects of the project.

Part 3: Family Routine

The purpose of this component is to gain a better understanding of a typical family routine involving a child with disabilities. You may attend any routine that you and the family are comfortable with. Some examples include: accompany the family on an errand (e.g., grocery

shopping) eating dinner, doing homework, going to church, attending a play date, attending a play group or community event (e.g., library story time, soccer game); attending a swimming class or other recreational/ sport activity). Spend enough time with the family so that you are joining them for the transition into and out of the routine. You can observe the routine or join in and participate (again whatever you and the family feel comfortable doing and discuss). While observing/participating in the routine think about the following questions:

- What surprised you about the routine? Was anything more challenging/less challenging than you expected?
- What did you observe that gave you information about the family's priorities? Values? Child rearing practices?
- How is the family similar to and different than your family and/or your expectations based on interview?

Part 4: Community Resources

The purpose of this component is to give something back to the family for opening their home to you. Additionally, this component is meant to give you experience of seeking and identifying community resources and to become familiar with local resources for individuals with disabilities. Based on your interview with the family create a list of community resources. Community resources may include local camps for children, support groups for parents, support/social groups for children with disabilities, support groups of siblings, respite, information about transitioning out of high school, information about employment, local businesses that support individuals with disabilities (for example, sometimes skating rinks will have a special night just for individuals with disabilities, or some hair salons are sensitive to individuals with disabilities – offering a quieter setting).

For this component the resources should be typed, and a brief summary of each resource should be provided for the family (4-6 resources). The phone numbers, addresses, links, and websites of the resources should be provided as appropriate. It should be organized, easy to read, and should not include any jargon.

Part 5- Family Interview Project: Reflection Presentation

Prepare a presentation using VoiceThread to share with the rest of the class that includes a synthesis of the information you obtained from the family interview and a reflection of the interview and the family routine. The presentation should be no more than 7 minutes total (so no more than 4-5 slides with 1-2 minutes of commentary on each). This is not much time. Make sure to practice ensuring you get all of the following information in your presentation.

Create slides and add comments/video/audio of the following information:

- Description of the family and the child with disabilities (using fictitious names to protect confidentiality)
- Reflections regarding the family's background and priorities
- Reflections regarding parenting a child with disabilities from family's perspective
- Reflections regarding family needs and resources
- How would you incorporate what you learned about this family in your classroom?
- How would you collaborate as a team to meet this family's needs and concerns?
- What did you learn about yourself through this process and how will that learning inform your work with families in the future?

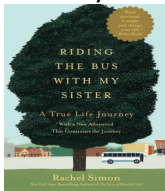
Include in presentation:

- the community resources sheet
- interview questions (do not include answers)

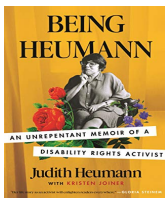
Assignment- Book Reflection (60 points total)

Purpose: The purpose of the book reflection is to give you an opportunity to reflect on the course content from a new perspective. You will explore your reading of the book through synthesis of course content. Each of the books depicts diversity in some unique way including cultural/linguistic, socioeconomic, and dis/ability. The books also include diverse perspectives (e.g., sibling story, first person accounts, parent story). You will read one book and write up a reflection paper. **Reflection Criteria:** Explore the book through the why, who, and how of the course content. Include responses to the following questions/statements in your responses: (a) What did you learn about the lives of the individual(s) with a disability(ies)? (b) in what ways did what you learn inform your thinking about partnerships and supports for youth and their families? (c) How can you apply what you learned to your own professional practice? Bring in theories, laws, critical issues, and/or effective practices discussed throughout **this** course as you respond to the above questions. Use **APA style** (7th edition- student paper) to format your reflection. The reflection should be **4-5 double spaced pages**. Don't forget to back up your claims using course resources (e.g., textbook, articles) by including **in-text citations** and include the full **references** for those citations on your reference page.

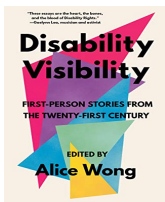
You may choose to read **ONE** of the following books.



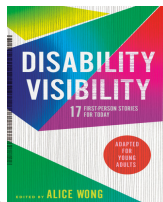
Simon, R. (2013). *Riding the bus with my sister: A true life journey*. Houghton Mifflin Company.



Heumann, J. (2020). *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist*. Beacon Press.



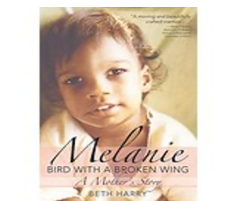
OR



Wong, A. (2020). *Disability Visibility: First Person Stories from the Twenty First Century*. Knopf Doubleday Publishing Group.

Or

Wong, A. (2021). *Disability Visibility – Adapted for Young Adults: 17 First-Person Stories for Today*. Random House Children’s Books.



Harry, B. (2010). *Melanie: A Bird with a Broken Wing- A Mother’s Story*. Baltimore, MD: Paul H. Brookes.

Assignment- Professional Teaming Meeting

(70 points total)

Purpose: This teaming assignment provides you with the opportunity to think through a teaming context, identify roles of individuals on the team, and consider the use of effective collaborative processes.

You will request to observe a meeting that includes a family and at least 2 professionals. This could be an Individualized Education Program meeting or related meeting. Ensure you are introduced to the family before the meeting as an observer. You will use the form that will be provided by your instructor to write a reflection paper on: team structure, roles and responsibilities, communication skills, collaboration processes, and reflection of collaborative opportunities that were and were not attended to during the meeting.

Expectations

All assignments should be completed in a grammatically correct and well-organized manner. Students are expected to proofread their papers and use the editing function on their word processing programs. APA (7th ed.) format is to be used when submitting written assignments. For more information concerning the APA format refer to the APA manual 7th edition or use APA links below.

Other helpful sources for clear and professional writing standards are listed below:

- American Psychological Association (APA): https://apastyle.apa.org/?_ga=2.83413523.48249480.1661181135-319283939.1656981614
- U of A Writing Studio: <https://success.uark.edu/tutors/writing-studio.php>
 - The U of A Writing Studio is an excellent resource for on campus and online students. You can find excellent support and resources to prepare you to develop your graduate level writing skills. Consider using this resource early in your graduate school experience.
- Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
- U of A Library <https://libraries.uark.edu/distancelearning/>

<i>Points by Assignment:</i>	
Family Interview	120
Book Reflection	60
Prof. Teaming Meeting	70
Participation	150
Total Points: 400 (≥0.5 rounds up)	
A (90 – 100%)	358-400
B (80 – 89%)	318-357
C (70 – 79%)	278-317
D (60 – 69%)	238-277
F (0-69%)	below 238

Due Dates

If you need an extension on an assignment, email me and ask for an extension. **One-week extensions will be granted with no late penalty if (a) you communicate with me and ask for an extension and (b) if the assignment does not rely on discussion with others.**

Assignments that include discussion with others in the course (i.e. parent interview presentation, book review discussion, weekly module participation) will receive points off if late since they impact the shared learning experiences. Please make sure to communicate with me about any concerns you have about being able to manage due dates. We can work together to find the best option for your continued participation and growth in the course. Additionally, keep in mind that requesting an extension on an assignment may impact my ability to provide you supportive feedback.

Late Policy

Major assignments turned in after the date due will be considered late, unless communicated with the instructor ahead of time. Five-to-twenty percentage points will be deducted for major assignments turned in late without prior extension request (5% for 1-2 days; 10% for 3-4 days; 15% for 5-6 days; 20% for 7 days). Unless previous written discussion and agreement occurs between the instructor and student, assignments submitted more than one week late will receive zero points. The same late policy will apply to assignments given an extension, once the extension is done. The date that assignments are received by the instructor in Blackboard will be considered the date submitted.

Weekly Module Participation. Please note that weekly participation depends on timely engagement in VoiceThread and your instructor is less flexible with extending due dates for assignments that include classmate engagement. Late policy for Weekly Participation: If initial creations and discussion comments are turned in after 11:55pm CT on Sundays, 2 points will be deducted from your weekly participation grade. If your responses to classmates are turned in after 11:55pm CT on Tuesdays, 2 points will be deducted from your weekly participation. No points will be given for weekly participation submitted more than one week late.

Technology

If you notice that the course is experiencing technological problems, you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course

Incomplete Grade

Per University policy, an **incomplete grade** for a course may be assigned when a legitimate circumstance has prevented the student from completing all course requirements and the work completed at the time of assigning the incomplete is of passing quality. If a student believes that they have a legitimate circumstance and would benefit from an incomplete grade and extension of time to complete assigned work, they must communicate this request with the instructor as soon as possible. It is the discretion of the instructor that determines what qualifies as a legitimate circumstance and if an incomplete grade is appropriate given their knowledge of the student's work to date. If instructor approves the incomplete, they with the student will create a plan and timeline for submission of work.

Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the [Student Handbook](#) will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. As a core part of its mission, the University of Arkansas provides students with the

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

Use of Generative Artificial Intelligence (AI)

Unrestricted Use: Students have permission to use generative artificial intelligence tools in any capacity to complete academic work in this course. Please be aware of the limitations of such tools and verify the accuracy of the content generated before submitting any work for credit. Additionally, you are expected to properly attribute any content generated by artificial intelligence tools using APA format. Please refer to the examples/guidance provided by this [University of Arkansas Library Research Guide on AI and Academic Integrity](#) for more information. **The use of content generated by artificial intelligence, without proper citation, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.**

Accommodations under the Americans with Disabilities Act

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

Academic Appeals

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. Refer to the [Graduate Catalog of Studies](#) (for appeals structures and formal procedures for academic grievances).

UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of

inappropriate communications or inappropriate materials will be considered disruptive behavior.

Inclement Weather Policy

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>. See also: [Emergency Procedures](#).

Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

Blackboard Access

Your access to this course's Blackboard will be closed after the course is completed. Make time during the course to download and make note of resources you wish to continue to access. Further, save all of your assignments and relevant feedback to your own files.

**SPED 45609 SPED Teaching Residency SPED 45703 SPED Seminar
SPED 45801 Special Education Research**
Undergraduate Course Credit

Instructor Jacquelyn Scalf
Internship Coordinator: Jacquelyn Scalf
Internship Supervisor: Jacquelyn Scalf
Office Hours: By Appointment
Contacts:
jtscaf@uark.edu

Catalog Description

SPED Residency: Provides the opportunity to focus on demonstrating and refining teaching skills through internship in special education and simultaneously developing a professional portfolio.

SPED Seminar: Provides the opportunity to focus on issues encountered in the teaching internship in special education grades while simultaneously developing a professional portfolio.

SPED Research: Designing, conducting and applying research to improve classroom instruction in special education_

Instructor Expectations

- We will work to the best of our abilities.
- We will communicate effectively orally and in writing.
- We will think analytically and produce original work.
- We have a responsibility to create an environment for all to learn.
- We will be prepared to participate and engage in this class, so we all benefit from each other's knowledge, insights, and experiences.
- We will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals in our interactions in our classroom and within this learning community.

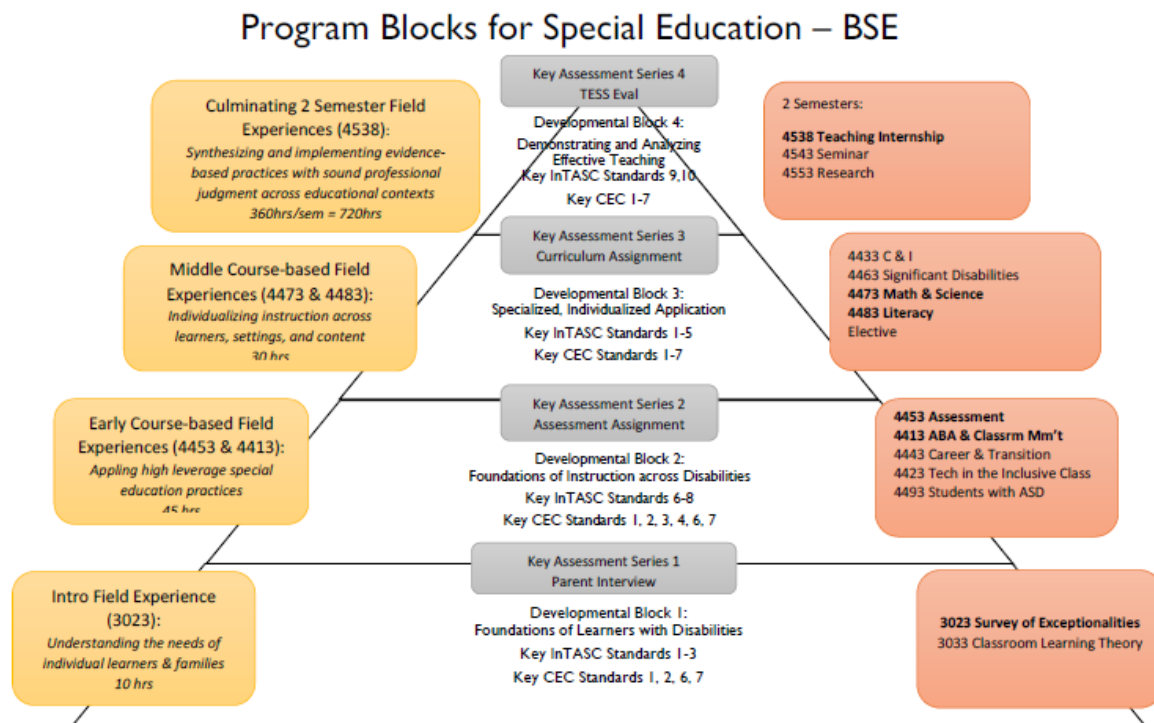
Learning Objectives

After completing this course, students will:

- Value all students' learning and the provision of equity within the classroom (CEC Initial Preparation Standard 1)
- Demonstrate commitment, knowledge, understanding, and skills required in teaching all students and particularly students with disabilities (CEC Initial Preparation Standard 1, 3)
- Refine their individual teaching philosophy and view of education (CEC Initial Preparation Standard 6)
- Design individual educational programs that address specific characteristics and needs of the children being taught (CEC Initial Preparation Standard 1, 2, 3, 4, 5)
- Apply evidence-based decision making to inform instruction (CEC Initial Preparation Standard 1, 4, 5, 7)

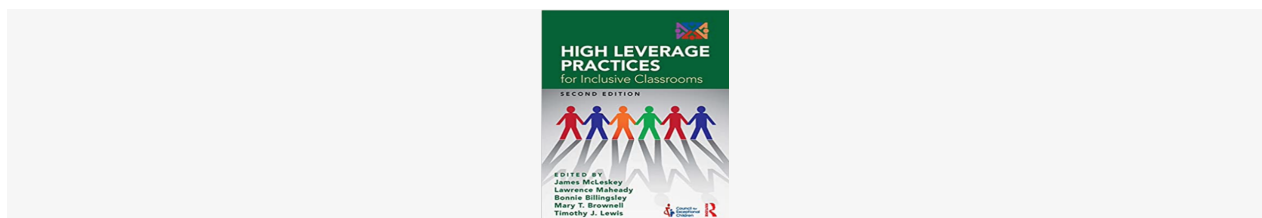
- Evaluate assessment data to inform decision making at IEP meetings (CEC Initial Preparation Standard 4, 6, 7)
- Describe the legal aspects of special education in their work in classrooms and in collaborative educational situations (CEC Initial Preparation Standard 6, 7)
- Describe the professional ethics, standards, and policies of Council for Exceptional Children when designing instruction and when working with students and their families (CEC Initial Preparation Standard 6)

Field Experiences



Textbooks & Resources

The following text will be used throughout the internship.



Title **High Leverage Practices for Inclusive Classrooms**

Author	James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, Timothy J. Lewis
ISBN	978-0367702304
Publisher	Routledge, Council for Exceptional Children
Publication Date	March 30, 2022
Page Count	0
Type	Print
Required	
Description	You are not obligated to purchase from any specific seller.

Additionally, to build knowledge of resources and promote engagement in your professional community you are expected to pay to become a student member of the Council for Exceptional Children [by following the instructions at this link.](#)

Attendance and Tasks Across Courses

Seminar (schedule below)

- Students will meet one time each week to participate in a seminar on campus
- Students will attend the weekly seminar and come prepared to actively participate in collaboration, reflection, and professional development on critical topics in education
- No more than three absences are permitted each semester during seminar. Two tardies to seminar will equal one absence.

Schedule Across Courses

****schedule may change without notice**

<u>Dates</u>	<u>Schedule & Instructor</u>	<u>Assignments Due</u>
August 23	Syllabus Review & Reflection on Initial Internship Experiences Pre-assessment	
August 30th	HLP Research Planning Identification of HLP Foundational Skills Module 1: Part 1 and 2	• Journal One
September 6 th	Explicit Instruction Cycle Foundational Skills Part 3	
September 13	Identification of Credible Sources for Research Foundational Skills 3: Part 1	• Journal Two
September 20	Creating Objectives to Meet Student Needs & Aligning Instruction Foundational Skills 3 : Part 2 and 3	

September 27	Classroom Management Strategies Foundational Skills 2 : Part 1	<ul style="list-style-type: none"> • Journal Three
October 4	CEC Standards and Artifact Review Foundational Skills Part 4	
October 11	Assessment & Data Analysis Foundational Skills Part 4	<ul style="list-style-type: none"> • Journal Four
October 18	End-of-Placement Evaluation Preparation Foundation Skills Part 5	
October 25	Research Organization Foundational Skills Part 5	
November 1	Intensive Interventions Foundational Skills 2 Part 2	<ul style="list-style-type: none"> • Journal Five • Research Presentation
November 8th	Research Presentation Workday Foundational Skills Part 6	
November 15	Research Presentation Workday Foundational Skills Part 7	<ul style="list-style-type: none"> • Journal Six • Video of Teaching • Research Formal Report
November 22	Present Research Project	
December 1	Development of PGP and Presentation of Goal Post Assessment	<ul style="list-style-type: none"> • Journal Seven
December 6	Reading Day-No Class	
December 13	<u>All Assignments Due</u>	<u>All Assignments Due</u> <ul style="list-style-type: none"> • Formal observation self-reflection EOP completed by intern (video-recorded) • Formal (End-of-Placement) observations by spring mentor teacher • Formal (End-of-Placement) observation by the faculty internship supervisor • Professional Growth Plan

		<ul style="list-style-type: none"> Professional Disposition Triangulated Reflection (word document or video)
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Residency (gradual increase timeline below)

- Teacher candidates’ internship semester lasts approximately 18 weeks with approximate hours of 7:45 am – 3:10 pm each day Monday-Thursday
- Teacher candidates report to the internship site with mentor teachers on the start date and follow the public school calendar until Reading Day each semester
- The internship semester is divided into two integrated phases: observation/participation, and teaching. Teacher candidates observe and actively participate from the beginning of each rotation. Teacher candidates are expected to observe and note policy, procedures, routines, transitions, instructional strategies, and pedagogical style closely in order to be prepared for the teaching phase. Teacher candidates will gradually assume teaching responsibility until their solo teaching for each rotation.
- No more than five absences are allowed in the ***internship***.
- Students will communicate with their mentor, SPED faculty, and university internship supervisor when they will be absent
- During the internship experience, students will develop a professional portfolio to show competency across the seven CEC Standards of Initial Preparation
- Students will be expected to follow Covid related [quarantine and isolation guidelines](#) throughout the semester and will not be penalized for doing so

Internship Tasks/Assignments:

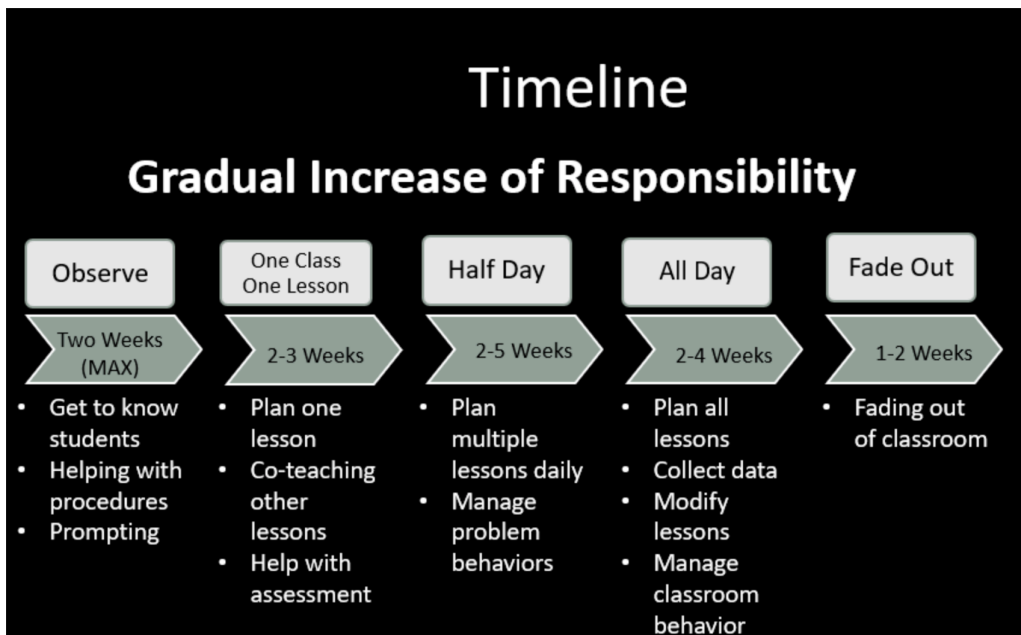
- Submitted Electronically throughout Semester:
 - Bi-weekly reflection journals (total of 7 each semester)
- Major Assignment Submissions (end of semester):
 - Formal observation self-reflection EOP completed by intern (video-recorded)
 - Candidates will record their teaching and complete a self-evaluation using the TESS-aligned End of Placement Form. (*Note.* You can use one of your video analysis recordings for this assignment)
 - Formal (End-of-Placement) observations by spring mentor teacher
 - Formal (End-of-Placement) observation by the faculty internship supervisor
 - Professional Growth Plan
 - Professional Disposition Triangulated Reflection (word document or video)
 - **Portfolio Requirements (Submitted Spring Semester)**

The following components will be compiled into a portfolio that must be submitted to Special Education Faculty four weeks prior to graduation. Faculty will collaboratively evaluate the portfolio submissions to determine if the Special Education Teacher Candidate has demonstrated competency and can be recommended for teacher licensure.

Note. This will not be submitted until the spring semester; however, teacher candidates should include artifacts from each semester of their internship experience.

- Two artifacts to demonstrate competency in each of the seven CEC standards of initial preparation
- One page rationale for selection of artifacts to demonstrate CEC standards of initial preparation, including, evidence artifact provides of demonstration of High Leverage Practices

Roles of Candidates in Residency Setting Across Semester



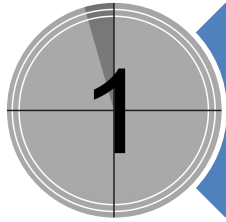
Field Observations

Teacher candidates will be observed in the field at a minimum of four times by their university supervisors. The purpose of these observations is to support teacher candidates in developing their practice. Prior to the observation, teacher candidates are expected to submit their lesson plan to their observing university supervisors. ***The lesson plan template can be found at the end of this syllabus or on the Blackboard Course.*** Candidates are STRONGLY encouraged to review their lesson plans with their mentor teachers or supervisors prior to submitting to the University Supervisor. All sections of the lesson plan should be completed. Teacher candidates and university

supervisors will be completing the reflection component together at the end of instruction.

Research (phase schedule below)

- Students will engage in action research each semester by investigating the impact of an evidence-supported practice
- Candidates will participate in an action research project to investigate the impact of an High Leverage Practice on K-12 learner academic skill acquisition or behavior
- Students will: (1) identify an EBP, (2) consult the literature to build knowledge related to implementation, (3) implement and assess outcomes
- Students will create a professional presentation of their findings including a poster or virtual presentation.
- Students will also develop a formal written report that follows APA guidelines and includes in-text citations and references and is aligned with the General Education Learning Outcome 6.1



1: Identify Learner and Skill

- Select HLP for research



2: Identify EBP

- Review credible resources to identify EBP
- Use resources to build



3: Implement EBP and Measure Impact

- Develop data system
- Track learner progress



4: Present Learning

- Share outcomes of research in formal presentation
- Present findings of research in formal

Assignment Submission

- All major course assignments will be submitted in the Blackboard Seminar Course.
- Seminar involves activities and group events during some classes. Due to their nature, these events **cannot be made up or rescheduled**. If you miss class on a day when such events occur – **you will not receive credit for this work**. Assignments not in by the submission date are **Late**. Late work will not be accepted, and the assignment will score as a 0%.
- **All submitted work should be typed and follow APA guidelines.**

Technology Requirements

The course is supported by Blackboard course management system. Every student will receive a Blackboard login and password with which you can access this course. The Blackboard URL is <https://learn.uark.edu/>. You should access this page regularly for the latest announcement and course activities.

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

All submitted work should be typed and follow APA guidelines.

Accommodations for 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.

COVID-19 Guidelines

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

Face Coverings

Face coverings are required inside campus buildings. Wear a mask or face covering while you are in this building and in our classroom. If you require accommodations due to physical or other restrictive conditions, please contact the [Center for Educational Access](#).

For more information regarding COVID click this [link](#)

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

<http://provost.uark.edu> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. Plagiarism and cheating in any form will not be tolerated. Any student found to have cheated or plagiarized the work of other students or published authors will be referred to the office of academic integrity for further action.

AI Usage

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.

Equal Treatment

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

Inclement Weather Policy

In cases where the weather has caused hazardous driving conditions, the University may be closed and if such conditions prevail at 5:00 A.M., the closure will be for the day. Announcements of the University's closing are given to the University's radio station (KUAF, 91.3) and other local radio and TV stations for broadcast. Closing information is also available through the University's website, voicemail, or by dialing 479-575-7000

Changes to the Syllabus

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required, including changes in the grading components. The instructor will announce any deviations from this syllabus in class.

Professionalism

Students are required to maintain professional decorum during class. Tablets and laptops will only be permitted for a specific task. Unprofessional behavior during class will result in the student being dismissed from class for the remainder of the day. Cell phones should be switched to silent. Never answer a call or text in class. If a call is of an emergency nature, leave the room.

Communication

In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional
When writing an email to the professor, please use standard letter formatting, i.e.,
Ms. Scalf Sincerely, Student Name.