# Program Approval Protocol for BAT English, 7-12

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

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

\*2. **Rationale**

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

# \*3. Institutional Approval

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

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

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

The Curriculum Approval Process is described in the Academic Policy 1622.20

(<https://provost.uark.edu/policies/162220.php> ). The Workflow Steps for Program/Unit Changes are also provided on the registrar’s website (<https://registrar.uark.edu/program-unitchanges/index.php> ).

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

Official documentation will be provided by the university.

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# Documentation of Revisions

* 1. **Changes to the Curriculum**

\*i The current program of study and the proposed program of study for BAT English, 7-12 can be found in *Appendix B -1*.

\*ii A curriculum matrix displaying course alignment with the competencies for BAT English 7-12, can be found in *Appendix C – 1.*

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

. \*iv Our programs use the TESS for Aspiring Teachers ([TESS for aspiring teachers](https://dese.ade.arkansas.gov/Files/Aspiring_TESS_Rubric_2023_November_EEF.pdf)), for our programs of study. The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates’ performance relevant to the aspiring teacher rubric.

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

# N/A

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

Course syllabi listed below on Appendix XX

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

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

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

* + 1. [One-Year Supervised Residency Handbook - DRAFT](https://uark.box.com/s/o1dghijaf2j8ci5egz2b47w0fwjof9zl)
    2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
       1. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
          - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
          - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
          - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf)
       2. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master’s degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
       3. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
       4. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings need to meet their grade band.

# General Requirements for Traditional Programs:

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

# Requirements of the Traditional Educator Preparation Programs:

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

1. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.
2. A copy of the MOU signed by districts can be found in *Appendix F.* The MOU includes:
   1. Goals of partnership
   2. Responsibilities of the district
   3. Responsibilities of the EPP
   4. Joint responsibilities
   5. Timelines/Schedules for walk-throughs, meetings, and other communications
3. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:
   1. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/background-checks).
   2. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).
   3. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.
   4. The Aspiring teacher permit experience shall take place in a public- school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

# c. Transition to DLT Format

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

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

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

1. There have been no changes to entry requirements. Students are defined as teacher candidates once they have been officially admitted into their teacher education program.
2. There have been no changes to retention procedures.
3. A candidate is a successful program completer once they have graduated from their program. All candidates must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred, and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

\*5. **Transition Plan**

The transition plan for BAT English, 7-12 is as follows:

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

**APPENDIX A – 1**

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**APPENDIX A – 2**

**APPENDIX B – 1**

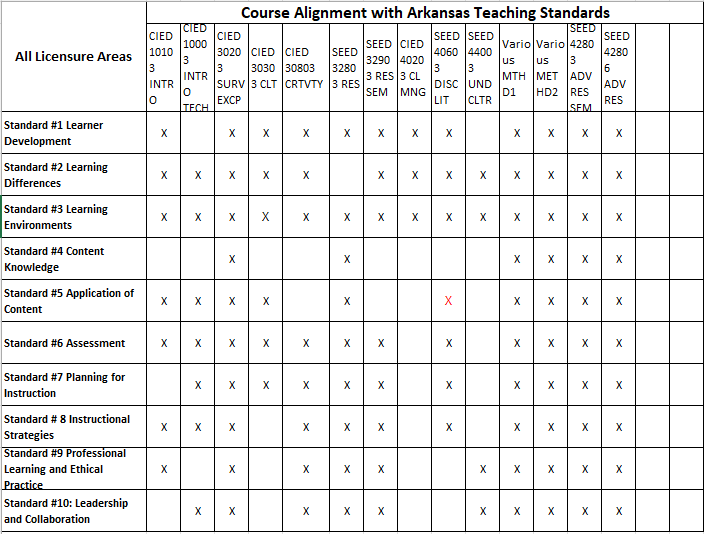
|  |  |  |
| --- | --- | --- |
| **Program of Study for SEED BAT ELA** | | |
| **Current Plan of Study** | | |
| **Course Code/Name** | **Course Hours** | |
| **First Year** | **Units** | |
| ENGL 1013 Composition I | 3 |  |
| MATH 1203 College Algebra | 3 |  |
| Social Sciences State Minimum Core | 3 |  |
| Humanities State Minimum Core | 3 |  |
| CIED 1013 Introduction to Education | 3 |  |
| ENGL 1023 Composition II |  | 3 |
| Science State Minimum Core with lab |  | 4 |
| COMM 1023 Communication in a Diverse World |  | 3 |
| ENGL 2063 Transatlantic Literature from 1640 to 1865 |  | 3 |
| CIED 1003 Introduction to Technology in Education |  | 3 |
| **Totals** | **15** | **13** |
| **Second Year** | **Units** | |
| ENGL 2023 Creative Writing I | 3 |  |
| Social Sciences State Minimum Core | 3 |  |
| Elective | 3 |  |
| ENGL 2053 Transatlantic Literature from Beginnings to 1640 | 3 |  |
| CIED 2083 Innovation and Creativity in Daily Practice | 3 |  |
| U.S. History or Government State Minimum Core |  | 3 |
| Science State Minimum Core with lab |  | 4 |
| ENGL 2013 Essay Writing |  | 3 |
| ENGL 2073 Transatlantic Literature from 1865 to 1945 |  | 3 |
| EDST 3223 American Educational History |  | 3 |
| **Totals** | **15** | **16** |
| **Third Year** | **Units** | |
| ENGL 3603 Topics in Rhetoric and Composition | 3 |  |
| ENGL 2043 Rethinking Literature | 3 |  |
| SEED 4063 Disciplinary and Interdisciplinary Literacies in Education | 3 |  |
| CIED 4403 Understanding Cultures in the Classroom | 3 |  |
| ENGL Diversity Requirement | 3 |  |
| SEED 3993 Critical Studies in Literature for Adolescents |  | 3 |
| ENGL 4303 Introduction to Shakespeare |  | 3 |
| ENGL Diversity Requirement |  | 3 |
| SEED 4022 Classroom Management Concepts |  | 2 |
| CIED 3033 Classroom Learning Theory |  | 3 |
| ENGL Elective |  | 3 |
| **Totals** | **15** | **17** |
| **Fourth Year** | **Units** | |
| SEED 4203 ELA/Speech & Drama Methods of Instruction | 3 |  |
| SEED 3283 Teaching Experiences in Education | 3 |  |
| ENGL Diversity Requirement | 3 |  |
| ENGL Elective | 6 |  |
| CIED 3023 Survey of Exceptionalities |  | 3 |
| General Elective |  | 3 |
| SEED 4213 Issues and Trends in Literacy |  | 3 |
| CIED 4285 Teaching Experience |  | 5 |
|  |  |  |
| **Totals** | **15** | **14** |
| **Grand Total** | **120** |  |

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| --- | --- | --- |
| **Program of Study for SEED BAT ELA** | | |
| **PROPOSED Plan of Study** | | |
| **Course Code/Name** | **Course Hours** | |
| **First Year** | **Units** | |
| ENGL 10103 Composition I | 3 |  |
| MATH 12003 College Algebra | 3 |  |
| Social Sciences State Minimum Core | 3 |  |
| Humanities State Minimum Core | 3 |  |
| CIED 10103 Introduction to Education | 3 |  |
| ENGL 10203 Composition II |  | 3 |
| Science State Minimum Core with lab |  | 4 |
| COMM 10203 Communication in a Diverse World |  | 3 |
| ENGL 20000 Literature Survey Option |  | 3 |
| CIED 10003 Introduction to Technology in Education |  | 3 |
|  | **15** | **16** |
| **Second Year** | **Units** | |
| ENGL 20203 Creative Writing I | 3 |  |
| Social Sciences State Minimum Core | 3 |  |
| ENGL Elective | 3 |  |
| ENGL 20000 Literature Survey Option | 3 |  |
| ENGL 20103 Essay Writing | 3 |  |
| U.S. History or Government State Minimum Core |  | 3 |
| Science State Minimum Core with lab |  | 4 |
| SEED 30803 Innovation and Creativity in Daily Practice |  | 3 |
| ENGL Elective |  | 3 |
| #REF! |  | 3 |
| **Totals** | **15** | **16** |
| **Third Year** | **Units** | |
| CIED 30303 Classroom Learning Theory | 3 |  |
| ENGL Elective | 3 |  |
| ENGL 30503 Technical Writing | 3 |  |
| SEED 40603 Disciplinary Literacies in Education | 3 |  |
| ENGL 43003 Introduction to Shakespeare | 3 |  |
| CIED 30203 Survey of Exceptionalities |  | 3 |
| ENGL Elective |  | 3 |
| SEED 39903 Critical Studies in Literature for Adolescents |  | 3 |
| ENGL Elective |  | 3 |
| ENGL Elective |  | 3 |
|  |  |  |
| **Totals** | **15** | **15** |
| **Fourth Year** | **Units** | |
| SEED 42003 ELA/Speech & Drama Methods of Instruction | 3 |  |
| SEED 32803 Residency Seminar | 3 |  |
| SEED 32903 Secondary Education Residency | 3 |  |
| CIED 44003 Understanding Cultures in the Classroom | 3 |  |
| SEED 40203 Classroom Management Concepts | 3 |  |
| General Elective |  |  |
| SEED 42103 Issues and Trends in Literacy |  | 3 |
| SEED 42906 Secondary Education Advanced Residency |  | 6 |
| SEED 42803 Residency Advanced Seminar |  | 3 |
| **Totals** | **15** | **12** |
| **Grand Total** | **120** |  |

**APPENDIX C – 1**

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| **English 7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | | |
|  | ENGL 10103 | ENGL 10203 | ENGL 20203 | ENGL 20000 survey | ENGL 30503 | ENGL 43003 | SEED 32903 | SEED 30803 | SEED 39903 | SEED 42003 | SEED 42103 | SEED 42906 | SEED 40603 |  |
| **1. Learners and Learning in ELA** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  |  |  | X | X | X | X | X | X | X |  |
| 1.2 |  |  |  |  |  |  | X | X | X | X | X | X | X |  |
| 1.3 |  |  |  |  |  |  | X | X | X | X | X | X | X |  |
| **2. ELA Content Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 | X | X | X | X | X | X | X |  | X |  |  |  |  |  |
| 2.1.1 |  |  |  | X | X | X | X |  | X |  |  |  |  |  |
| 2.1.2 | X | X | X |  | X |  |  |  |  |  |  |  |  |  |
| 2.2 | X | X | X |  | X |  |  |  | X |  |  |  |  |  |
| 2.2.1 | X | X | X |  | X |  |  |  |  | X | X |  | X |  |
| 2.3 |  | X | X |  |  |  |  |  |  | X |  |  | X |  |
| 2.3.1 |  |  |  |  |  |  |  |  |  | X | X |  | X |  |
| **3. Instructional Practice: Planning for Instruction in ELA** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  |  |  | X | X | X | X | X | X | X |  |
| 3.2 |  |  |  |  |  |  | X | X | X | X | X | X | X |  |
| **4. Instructional Practice: Implementing Instruction in ELA** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  | X |  |  | X | X | X |  |  |
| 4.2 |  |  |  |  |  |  | X |  |  | X | X | X |  |  |
| 4.3 |  |  |  |  |  |  | X |  |  |  |  | X |  |  |
| **5. Professional Responsibility of ELA Teachers** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  | X |  | X | X | X | X |  |  |
| 5.2 |  |  |  |  |  |  | X |  | X | X | X | X |  |  |
| 5.3 |  |  |  |  |  |  | X |  | X | X | X | X |  |  |
| 5.4 |  |  |  |  |  |  | X |  | X | X | X | X | X |  |
| 5.5 |  |  |  |  |  |  | X |  |  |  | X | X |  |  |
| **6. Science of Reading** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  | X |  | X | X | X |  | X |  |
| 6.2 |  |  |  |  |  |  | X |  | X | X | X |  | X |  |
| 6.3 |  |  |  |  |  |  | X |  |  | X | X |  | X |  |

**APPENDIX D-1**

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**APPENDIX E – 1**

**Professional Education Syllabi**

**INTRODUCTION TO EDUCATION**

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

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

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

**Phone:** 479-575-6195

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

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

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

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

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

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

A person with long hair wearing a blue shirt

Description automatically generated A person with blonde hair

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

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

1. **RELATIONSHIP TO KNOWLEDGE BASE:** Introduction to Education is an initial level course and is included in the Professional and Pedagogical standards. It is the first education course required and is a prerequisite for all other professional education courses. **A letter grade of a “C” must be obtained in this introductory course before a student may advance to any other professional education course**. This course links classroom theory with active involvement in public school settings. The course is designed to introduce students to the career of teaching and to the way education occurs in the classroom.
2. **COMPETENCIES:** Upon completion of CIED 1013, students will be able to:
   1. Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3)
   2. Recognize the practical applications of philosophical concepts in the classroom. (InTASC 1, 9)
   3. Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9)
   4. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including diversity and multiculturalism. (InTASC 3, 9, 10)
   5. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10)
   6. Identify major historical events and persons who have influenced the progression and development of American education.
   7. Differentiate the various educational philosophies that undergird educational practice.
   8. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
   9. Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10)
   10. Reflect on personal experiences within education and recognize their influence on one’s perception of education.
   11. Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform. (InTASC 1, 2, 3)
   12. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10)
   13. Describe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9)
   14. Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5)
3. **CLASSROOM EXPECTATIONS AND COURTESIES:**

Respect for Diversity

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

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

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

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

1. **COURSE REQUIREMENTS:** *A good rule of thumb is for every hour we spend in class, we will take one-two hours outside of class.*
2. TECHNOLOGY: This class will be taught as an in-person class. There will be times when the class will use laptops for assignments. Many assignments require access to Blackboard in order to submit required assignments. The class will also use ***Remind*** as a way to text questions and receive reminders throughout the course.
3. READINGS: This class will use an Open Access Textbook. Students will need to be able to access the text and articles online.
4. ARTICLE CRITIQUES: This requirement involves reading and critiquing **two** articles from professional (Peer-Reviewed) journals pertaining to current topics in the field of education. The articles selected should be at least 5 pages long (a minimum). In order to be current in the field of education, articles should be **less than ten** years old. Specific instructions for formating a critique will be furnished in class. All articles are written using the style of writing expected at the collegiate level using the American Psychological Association (APA) guidelines. A resource for learning about this style can be found online by going to <http://owl.english.purdue.edu/> . It is recommended that each student carefully consider the rubric that

will be used to grade the article critiques in order to comply with the standards that are set for this assignment.

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

Additional Assignments

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

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

**V: GRADING**

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

TOTAL POINTS WILL VARY ACCORDING TO THE NUMBER OF QUIZZES or

Possible Adjustments to the assignments made during the semester Grading Scale: A=100-90. B=89-80. C=79-70. D=69-60. F=59 or lower.

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

**VI: ACADEMIC HONESTY**

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

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

“Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or

subpoena for a court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies).

This course will meet only once a week which means that if you miss a class, it is like missing 2-3 class periods (Tue/Thur or M/W/F class). Active participation in the course is essential and expected. Repeated tardiness could result in a loss of participation points. Students missing more than 3 classes will be advised to withdraw and take the course at another time. Please talk to me about your absences.

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

**IX: STUDENTS WITH LEARNING DISABILITIES**

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

Phone: 479-575-3104

Campus Location: ARKU 209 Web: [http://cea.uark.edu](http://cea.uark.edu/)

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

1. **EMERGENCY PROCEDURES**

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

**Severe Weather (Tornado Warning):**

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

**Violence/Active Shooter (CADD)**

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

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

In addition to the observations in the class, students are required to spend a minimum of six hours in additional observations. These observations are known as “flexible hours” and provide opportunities to observe school settings that may be outside of the traditional classroom. Students are to complete the Flexible Hours Form: https://forms.gle/QAY48CQA8Zbsi7mDA and are to write a two-page reflection summary regarding these additional observations and upload it on the form. The reflection summary should focus on what was learned during these observations that occurred outside of the regularly scheduled observations.

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

The types of observation choices are listed below—they may be face-to-face or virtual. The amount of observation time that can be counted is provided and those that require permission are identified by an “\*”.

Professional Meetings: you may choose one of the following.

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

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

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

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

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

**CLASS SCHEDULE (Thursday Class)**

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

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

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

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

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**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education

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

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

Old Main, Room 208

**Office Hours:**

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

313 Peabody Hall Tuesday: By appointment

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

479-575-2581 Thursday: By appointment

Friday: By appointment

**Textbooks and/or Supplementary Materials**

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

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

**Course Description/Justification**

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

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

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

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

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

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

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

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

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

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

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

**Goals and Objectives**

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

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

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

**Content Outline:**

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

**Evaluation Policies**

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

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

B = 82% - 92% Good achievement

C = 70% - 81% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

**Assignments/Tasks:**

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

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

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

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

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

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

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

**Student Activities and Experiences**

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

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person’s work. All assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

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

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

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

**Accommodations:** Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is in the Arkansas Union, Room 104, and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Candidates with disabilities should notify their course instructors of their need for reasonable accommodation promptly to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

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

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

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

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

**Syllabus Change:** The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**Technology:** All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their professional practice. If you have made it to the end of this syllabus, please email me a picture of your favorite animal and include in the subject line of the email the phrase “syllabus easter egg”. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.

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

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

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

**Department of Curriculum and Instruction**

**I. Program Affiliation: Special Education**

**Course Number and Title:** CIED 30203 - Survey of Exceptionalities

**Catalog Description:**

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools.

**Prerequisites:** [CIED 1013](https://catalog.uark.edu/search/?P=CIED%201013), or [MUED 2012](https://catalog.uark.edu/search/?P=MUED%202012), or [AGED 1123](https://catalog.uark.edu/search/?P=AGED%201123), or [PSYC 2003](https://catalog.uark.edu/search/?P=PSYC%202003).

**II. Broad Learning Objectives**

* Describe the different categories of exceptionality
* Explain the strengths and needs of students across exceptionalities
* Identify practices to promote desired outcomes for students with exceptionalities
* Describe the legal requirements related to education of individuals with exceptionalities in elementary and secondary schools.

**III. Course Objectives**

Listed below are the course objectives and their alignment across the [CEC Standards of Initial Preparation](https://exceptionalchildren.org/standards/initial-special-education-preparation-standards) and the [High Leverage Practices](https://highleveragepractices.org/).

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

**IV. Lessons**

**Lesson One: Introductory Activities**

**Objectives**

After completing this lesson, you will be able to:

* Describe educator responsibilities related to mandated reporting.
* Apply person first language when discussing individuals with disabilities

**Lesson Two: Evolution of Inclusion**

**Objectives**

After completing this lesson, you will be able to:

* Describe the history of special education services (1)
* Discuss the meaning and importance of inclusion (1)
* Identify the critical elements of inclusive contexts (1)
* Identify the different environments in which students can receive services (1)
* Identify teacher’s role in provision of services (3)

**Lesson Three: Individual Education Plan & Section 504 of the Rehabilitation Act**

**Objectives**

After completing this lesson, you will be able to:

* Describe services available to students with exceptionalities (2)
* Discuss the steps of the IEP process (2)
* Distinguish between Section 504 & IDEA (2)

**Lesson Four: Students with Learning Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with learning disabilities (4, 5)
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with learning disabilities (6)

**Lesson Five: Students with Emotional/Behavioral Disorders**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with emotional/behavioral disorders
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with emotional & behavioral disorders

**Lesson Six: Students with Intellectual Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with intellectual disabilities
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with intellectual disabilities

**Lesson Seven: Students with Attention Deficit/Hyperactivity Disorder**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with attention deficit & hyperactivity disorder
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with attention deficit & hyperactivity disorder

**Lesson Eight: Students with Autism**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with autism
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with autism

**Lesson Nine: Students with Speech and Language Disorders**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with speech and language disorders
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with speech & language disorders

**Lesson Ten: Students with Sensory Impairments**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with sensory impairments
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with sensory impairments

**Lesson Eleven: Students with Low Incidence Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with low incidence disabilities
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with low incidence disabilities

**Lesson Twelve: Students At Risk**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students at risk
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students who are at risk

**Lesson Thirteen: Students with Special Gifts and Talents**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with special gifts and talents
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with special gifts and talents

**Lesson Fourteen: Teaching Students in Early Childhood Settings**

**Objectives**

After completing this lesson, you will be able to:

* Describe supports for learners in early childhood learning settings.
* Identify different elements of inclusive early childhood classroom environments

**Lesson Fifteen: Secondary Education and Transition Services**

**Objectives**

After completing this lesson, you will be able to:

* Describe supports for learners in secondary education settings.
* Identify different steps of the transition planning process
* Describe the role of the teacher in securing transition-related services and supports

**V. Assignments and Grading Scale**

**1. Self-Introduction**

**Total Points: 20**

The purpose of this assignment is to introduce yourself and learn more about your peers

**2. First Person Language Quiz**

**Total Points: 10**

The purpose of this assignment is to build your knowledge related to first person language and role as a mandated reporter

**3. Mandated Reporter Training**

**Total points: 10**

The purpose of this assignment is to build your knowledge related to your role in protecting children and youth as a mandated reporter.

**4.  Three Asynchronous Discussion Groups**

**Total Points: 30 (10 points each)**

Over the course of the semester, you will participate in three discussion groups. For each discussion, you will be assigned to a group and given a prompt or series of questions to respond to. To earn your points, you will post an original response to the prompt and comment on three peers' posts.

**5. Eight Mini-Assignments**

**Total Points: 80 (10 points each)**

Over the course of the semester, you will complete eight mini-assignments. These assignments are aligned with the content presented in the lessons and aim to extend your knowledge related to providing services or supports to individuals with exceptionalities. Please be sure to review the rubric for each assignment prior to submission.

**6. Three Collaborate Sessions**

**Total Points: 150 (50 points each)**

Throughout the semester, there will be three collaborate sessions held. The purpose of these sessions is to review and discuss content presented across each lesson in order to build better understanding. Prior to attending the session, you will be expected to complete the collaborate session discussion guide.

**7. Interview with a Family of Child with Disability or Adult with Disability\*\***

**Total Points: 150**

For this assignment, you will be interviewing the family of an individual with a disability or an adult with a disability. This assignment is meant to expand your understanding of the experiences of individuals with disabilities, the supports currently in place, and the opportunities that remain.

**8. Community-Based Field Experience\*\***

**Total Points: 150**

For this assignment, you will be volunteering for a minimum of 10 hours with an organization providing services to persons with disabilities. This purpose of this assignment is to expand your experiences with individuals with disabilities and the organizations that serve them. During this experience, you will be responsible for keeping a journal to reflect on your activities. Additionally, you will create a presentation to share the impact of your volunteer experience with your peers.

**Total Points: 600**

**\*\*Failure to complete the field experience assignments will result in failure of the course.**

**Grading Scale I**

| Letter | Points | Percent |
| --- | --- | --- |
| A | Points: 537-600 | 90-100% |
| B | Points: 477-536 | 80-89% |
| C | Points: 417-476 | 70-79% |
| D | Points:357-416 | 60-69% |
| F | Points 0-357 | 59.99% and Below |

Note.

All written assignments are to be prepared on a computer and submitted in a Microsoft Word (.doc or .docx). Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. For your written assignments, use Times or Times New Roman 12 font with 1-inch margins and double spacing. The Publication Manual of the American Psychological Association (6th ed.) format is to be used when citing materials both in-text and in the reference list.

**HINT**: Retain a personal copy of your field experiences since they will not be returned to you

**VI. Technology & Communication**

* Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.
* In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional
* **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course [Click image to go to the UofA Blackboard Login].
* Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile
* Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
* The [University of Arkansas Distant Education Library and the Mullins Library](http://libinfo.uark.edu/) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
* **myCoursEval** is used for end of course evaluations and are completed online to ensure complete confidentiality

**VII. Academic Honesty**

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

**VIII. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**IX. Academic Appeals**

Undergraduate students who wish to seek further review of an academic or non-academic decision or action by the University or a University employee (in an official capacity) that the student contends was in violation of written campus policies, or constitutes unfair or unequal application of such policies, should first seek to resolve such concerns through informal discussions.   In particular, grievances regarding academic matters should generally begin with informal discussions with the student’s instructor or with the faculty member supervising a course.  If such informal discussions do not reach a satisfactory resolution, then the student may pursue a grievance following the steps [in this student grievances and appeals policy.](https://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/)

**X. Classroom Behavior**

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

**XI. Emergency Procedures**

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

**Severe Weather (Tornado Warning):**

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

**Violence / Active Shooter (CADD):**

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

**Additional Weather Information:**

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check [www.uark.edu](http://www.uark.edu/) for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

* See the inclement weather information at [uark.edu](http://uark.edu/). Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
* Check voice email for announcements
* Listen to KUAF Radio, 91.3 F< or other local radio and television stations for announcements
* Contact your supervisor or instructor

**XII. Course Resources**

Mullins Library

University General Access Computer Laboratories

**XIII. Required Textbook**

Smith, T., Polloway, E., & Taber-Doughty, T. (2020). Teaching students with special needs in inclusive settings (8th ed.). Pro-ED.

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

Course Information

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

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

Peabody Hall 0206 (PEAH 206)

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

Peabody Hall 0127 (PEAH 127)

Instructor Information

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

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

**Course Description and Requirements**

**Textbook & Readings**

*Recommended Textbooks:*

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

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

**Course Management Software**

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

**Course Description**

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

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

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

**Course Objectives**

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

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

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

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

**Instructional Methods & Independent Work**

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

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

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

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

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

*See…I told you I could help!*

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

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

**Grades**

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

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

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

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

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

**Assignment Due Dates and Submission Guidelines**

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

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

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

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

**Assignment Descriptions**

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

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

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

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

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

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

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

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

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

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

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

**Semester Schedule**

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

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

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

**Course Policies and Expectations**

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

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

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

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

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

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

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

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

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

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

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

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

**University-Wide Policies and Resources**

*Academic Support:* A complete list and brief description of academic support programs can be found on the University’s Academic Support site, along with links to the specific services, hours, and locations. Faculty are encouraged to be familiar with these programs and to assist students with finding and using the support services that will help them be successful.<http://www.uark.edu/academics/academic-support.php>

*Special Needs:* Your experience in this class is important to me. *University of Arkansas* [*Academic*](https://provost.uark.edu/policies/152010.php)[*Policy Series 1520.10*](https://provost.uark.edu/policies/152010.php) *requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have already established accommodations with the Center for Educational Access (CEA), please request your accommodations letter early in the*

*semester and contact me privately, so that we have adequate time to arrange your approved academic accommodations.*

*If you have not yet established services through CEA, but have a documented disability and require accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical, health or temporary impacts), contact CEA directly to set up an Access Plan. CEA facilitates the interactive process that establishes reasonable accommodations. For more information on CEA registration procedures contact 479–575–3104,* [*ada@uark.edu*](mailto:ada@uark.edu) *or visit* [*cea.uark.edu.*](https://cea.uark.edu/)

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

*Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at* [*http://provost.uark.edu/*](http://provost.uark.edu/)*. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.*

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

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

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

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

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

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

*Violence/Active Shooter:*

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



**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation: Career and Technical Education**

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

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

**Instructor:** Dr. Sheri Deaton

313 Peabody Hall

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

479-575-2581

**Textbooks and/or Supplementary Materials**

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

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

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

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

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

**Assignments/Tasks**

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

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

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

**Tentative Schedule**

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

**Evaluation Policies**

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

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

B = 82% - 92% Good achievement

C = 70% - 81% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

**Student Activities and Experiences**

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

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, students must be aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their work during the semester. Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person’s work. All assignments must be original and completed individually. All citations must be documented using the most recent edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

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

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

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

**Accommodations:** Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104, and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Candidates with disabilities should promptly notify their course instructors of their need for reasonable accommodation to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for reasonable accommodation for students registered with the CEA is approximately one to two weeks.

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

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

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

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

**Syllabus Change:** The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**Technology:** All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their professional practice. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.

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**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education

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

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

Meets: Off-campus

**Instructor:**

**Required Textbook:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Assignments/Tasks**

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

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

**Evaluation Policies**

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

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

B = 82% - 92% Good achievement

C = 70% - 81% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

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

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

The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course.  Grades and degrees earned by dishonest means devalue those earned by all students; therefore, students must be aware of the University of Arkansas Academic Integrity Policy.  Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found on the UA website. Candidates with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."  The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> All students are to complete their own work during the semester.  Although candidates are allowed to share ideas and learn from one another throughout the semester, they are not allowed to copy another person’s work. All assignments must be original and completed individually.  All citations must be documented using the most recent edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

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

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

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

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

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

**Accommodations:** Teacher candidates with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104, and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Candidates with disabilities should notify their course instructors of their need for reasonable accommodations promptly to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

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

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

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

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

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

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

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

**Syllabus Change:** The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**Technology:** All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students improve learning; and enrich their own professional practice. Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. Suppose you experience problems with your Internet connection while working on this course. In that case, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.

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

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**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education

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

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

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

**Office Hours:**

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

313 Peabody Hall Tuesday: By appointment

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

479-575-2581 Thursday: By appointment

Friday: By appointment

**Course Description/Justification**

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

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

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

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

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

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

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

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

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

**Goals and Objectives**

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

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

Discuss teacher characteristics that facilitate the teaching-learning process.

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

Demonstrate the ability to analyze and solve discipline problems.

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

**Textbooks and/or Supplementary Materials**

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

**Technology:**

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

**Content Outline**

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

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

Human Trafficking

* Curriculum frameworks
* Professional Dispositions

**Evaluation Policies**

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

A = Distinguished – 100% - 93%

B = High Quality – 92% - 83%

C = Acceptable – 82% - 70%

D = Poor Quality – 69% – 60%

F = Not Acceptable – below 60%

**Student Activities and Experiences**

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy.

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

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

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

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

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

**Classroom Behavior:** Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Assignments/Tasks**

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

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

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

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

**Syllabus Change**

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

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**College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Program Affiliation:** Career and Technical Education

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

**Co-requisite:** CATE 40502 Seminar

**Meets:** Off Campus

**Office Hours:**

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

313 Peabody Hall Tuesday: By appointment

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

479-575-2581 Thursday: By appointment

Friday: By appointment

**Course Description/Justification**

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

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

**Textbooks and/or Supplementary Materials**

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

**Goals and Objectives**

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

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

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

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

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

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

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

**Technology:**

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

**Content Outline**

Week One

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

Week Two

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

Weeks Three to the End

1. Assume teaching responsibilities for all of the courses.

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

3. Maintain full teaching responsibility.

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

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

**Assignments/Tasks**

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

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

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

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

**Evaluation Policies**

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

A = Distinguished – 100% - 93%

B = High Quality – 92% - 83%

C = Acceptable – 82% - 70%

D = Poor Quality – 69% – 60%

F = Not Acceptable – below 60%

**Student Activities and Experiences**

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104, and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations promptly to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**Academic Integrity:** The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, students must be aware of the University of Arkansas Academic Integrity Policy. The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> Although students are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

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

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

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

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

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

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

**Classroom Behavior:** Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Syllabus Change**

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

**English 30503 – Professional Writing [SECTION #]**

**Course Information**

**Meetings**

**Semester: [Spring/Fall/Summer/Intersession] [year]**

**Day/Time: [meeting pattern] [time]**

**Location: [Please list your assigned classroom.]**

**Contact Your Instructor**

**Instructor: [What would you like students to call you?]**

**Email: [Please list your official UArk email address.]**

**Office Location: [Please list your assigned office.]**

**Office Hours: [You are required to list three office hours per week.]**

**Prerequisites**

**In order to take ENGL 30503, you must pass ENGL 10103 and either ENGL 10203 or ENGL 10303 with a grade of C or better.**

**Course Materials**

**Alred, G. J., C. T. Brusaw, and W.E. Oliu. (2019). *Handbook of Technical Writing*, twelfth edition. Bedford/St. Martin’s, New York.**

**Markel, M. and S. A. Selber. (2019). *Practical Strategies for Technical Communication*, third edition. Bedford/St. Martin’s, New York.**

**Both books are available to you via Blackbord using Inclusive Access. You can find the course textbooks by clicking on the FirstDay Materials link in your Blackboard course. If you do not want to use Inclusive Access, please remember to opt out by the deadline.**

**Course Description**

**In this course, you will build on the writing and rhetorical skills you developed in Composition 1 and 2 to explore writing tasks in career-focused projects. You will learn strategies for professional writing in various circumstances, including document design, usability testing, communication ethics, and cooperative writing. You will also learn about tools for drafting, revision, editing, and proofreading.**

**You will complete five projects for this course. Over the course of the semester, you will be required to write two reflective memos. The first reflective memo is the Course Goals Memo, written in the first week of the semester, in which you set goals for yourself in the course. The second reflective memo is the Self-Assessment Memo, written in the last week of the semester, in which you assess your progress towards those goals. In the second project, you will create career documents—a resume and a cover letter—responding to a specific job ad. In the correspondence major project, you will write an inquiry letter to an organization, then respond to a partner’s inquiry letter. Next, you will learn about problem statements in an area of interest and write a proposal in response to a problem you and your groupmates define. The fourth and final major project is a report, in which you will work collaboratively to summarize your research on a major problem.**

**Course Objectives**

**English 3053 – Professional Writing is a course designed to explore workplace genres and to develop and utilize strategies for designing, drafting, and revising effective professional communication documents. All projects and group work will be oriented towards refining communication skills in professional discourses.**

**By the end of this course, you will learn to:**

1. **Utilize principles of ethical professional communication in both formal and informal workplace genres;**
2. **Apply professional communication strategies to a variety of workplace situations;**
3. **Analyze audiences and purposes for various professional documents;**
4. **Conduct effective research, integrate evidence, and cite sources;**
5. **Plan, draft, and revise professional documents such as memos, resumes, correspondence, proposals, pitches, reports, and presentations;**
6. **Determine document organization, design, and style that considers both genre conventions and audience expectations and needs.**

**Thinking Rhetorically about Audiences, Cultures, and Experiences**

**Technical writers write for audiences, and those audiences are almost never made up of people who think in the exact same ways as the writer(s). Part of being an effective technical communicator is understanding who your audience is, knowing their level of knowledge about your topic, and figuring out what they hope to gain from consulting your document. As the semester progresses, you will write in a range of technical genres for several different audiences. To help you learn how to do so effectively, we will center and practice principles of ethical technical communication and user-centered design.**

**We will begin each major assignment with a reading that allows us to examine a technical genre in detail while also learning about how technical writers adapt their texts based on the cultures, experiences, and needs of their audiences. For each example text, we’ll consider how the writer’s own experience and their audiences’ expectations shape the decisions they make as technical writers and document designers. During each project, we will choose and then research a specific audience so that you may design your documents to suit your audience’s needs. These practices will help us better understand how all writing is grounded in lived experiences of the cultures we come from and how those things impact our ability to communicate ethically with our audiences.**

**Projects**

**In this course, you will complete four major projects, which make up the majority of your grade in the course. Each major project grade includes a proposal, a rough draft, and a final draft. Each project grade also reflects participation in peer review, conferences, and revision. Additionally, you will complete two mini-projects, which make up the remainder of your grade; these projects are short, and generally completed in a week’s time.**

|  |  |
| --- | --- |
| **Project Name** | **Project Weight** |
| **Mini-Project: Course Goals Memo** | **10%** |
| **Project #1: Career Documents** | **20%** |
| **Project #2: Correspondence** | **20%** |
| **Project #3: Proposal** | **20%** |
| **Project #4: Report** | **20%** |
| **Mini-Project: Reflective Memo** | **10%** |
| **Total Course Points** | **100%** |

**Project #1: Reflective Memos (20%)**

***Course Goals Memo (10%) (Week 1)***

**The purpose of this project is twofold: to set goals for the course and to practice a common workplace genre, the memo. First, you will learn about professional writing and communication, the structure and organization of the course, and the grading contract. You’ll use that information to create 3-4 goals for yourself over the semester and write them in memo format for your instructor.**

***Reflective Memo (10%) (Week 15)***

**The purpose of this project is to review your work from the semester and to evaluate how you worked towards the goals you set in the beginning of the semester. First, you will review your Course Goals Memo from the beginning of the semester. Then, you’ll look over the projects you have completed for evidence of how you met those goals. You will organize your findings in memo format for your instructor.**

**Project #2: Career Documents (20%)**

**The purpose of this project is to create a set of career documents (resume and cover letter) for a specific job ad of your choosing. With your instructor’s help, you’ll find and analyze an ad for a job in your field. Then, you’ll create a resume and cover letter geared specifically towards this position.**

**Project #3: Correspondence (20%)**

**The purpose of this project is to practice professional correspondence. It is linked to Project #2, in that you will write correspondence about the same job ad. You’ll begin by writing an inquiry or claim letter to an organization. Then, you’ll exchange letters with a partner and write a response or adjustment letter in response to your partner’s inquiry or claim.**

**Project #4: Proposal (20%)**

**The purpose of this project is to learn how the professional world uses documents to problem-solve by practicing another common genre: the proposal. First, you will examine problem statements to understand how problems and solutions are framed in writing. Then, with a group, you will define a problem you want to solve and research solutions. Each group member will write a proposal for a solution of their choice. Your instructor will specify whether you write an internal or external proposal and whether you write a solicited or unsolicited proposal.**

**Project #5: Report (20%)**

**The purpose of this project is to create a collaboratively written report in response to a group member’s proposal. Once you have completed Project #3, you’ll work with your group to choose a proposal to turn into a report, then write the report as a group. Reports are documents that inform a particular audience about information that is relevant to them. How you research, write, and design this report depends on your rhetorical situation and the style of report you are writing. Your instructor will specify whether you write an informational report or a recommendation report.**

**Course Grading Scale**

**This course uses a grading contract, so for an in-depth explanation of the course grading scale, please see the Grading Contract document. If you complete your major assignments, including the portfolio, and the majority of your weekly assignments, you will receive an “A” in the course. Grades below “A” are a result of not completing all weekly assignments or failing to properly complete a major assignment. Absences may also affect your grade; please see below.**

**Course Policies**

**All class members are expected to abide by the course policies listed below. If you do not understand the course policies, please contact your instructor.**

**[INSTRUCTOR NOTE: You may not remove or change information in the following sections: Course Code of Ethics, Accommodations, Discrimination and Sexual Harassment, Course Recording Policy, and the beginning of the Academic Integrity section.**

**You *should* modify the ChatGPT policy in the Academic Integrity section, along with the Attendance, Classroom Disruption, Inclement Weather, Emergency Procedures, Communication Policy, and Feedback Policy sections.]**

**Course Code of Ethics**

**This course adheres to a code of ethics designed specifically for professional and technical writing courses at the University of Arkansas. The code defines ethics as “choices we make that affect others for good or ill” (*Handbook of Technical Writing*, p. 166).**

**The discipline of professional and technical writing (PTW) at large recognizes the centrality of ethics as an element of composition (Walton, Moore, and Jones, 2019; Haas and Eble, eds., 2018; Agboka and Matveeva, eds., 2018); technical writers must do research, make careful choices, and test their work to create successful technical and professional writing projects.**

**From the beginning of a writing project, technical writers must think about how to communicate clearly, honestly, and with the audience’s best interests in mind. To learn technical writing, then, requires not only learning and practicing technical communication genres, but learning and practicing how we speak ethically to and for ourselves, other people, and organizations.**

**In this course, we will adhere to the following code of ethics, derived from Markel and Selber’s *Practical Strategies for Technical Communication*.**

1. **Abide by copyright laws.**
2. **Abide by the University’s** [**Academic Integrity Policy**](https://honesty.uark.edu/policy/index.php) **and** [**Code of Student Life**](https://handbook.uark.edu/23-24_Code_of_Student_Life_9.15.23.pdf)**.**
3. **Use and design social media according to the policies listed above.**
4. **Know where to find campus ethics resources (**[**Student Accountability,**](https://accountability.uark.edu/)[**Research Integrity and Compliance**](https://rsic.uark.edu/)**).**
5. **Tell the truth in your work.**
6. **Don’t mislead your audience.**
7. **Use design to highlight important ethical and legal information.**
8. **Be clear.**
9. **Avoid language that discriminates.**
10. **Cite your sources and your collaborators.**

**Accommodations**

**The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. Moreover, the 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. Visit the** [**CEA’s website**](http://cea.uark.edu) **for information on how to register. You can also email** [**ada@uark.edu**](file:///C:\Users\pjhawkin\Downloads\ada@uark.edu) **or call 479-575-3104.**

**Discrimination and Sexual Harassment**

**Anyone experiencing discrimination and/or sexual harassment while at the university may report it to The Equal Opportunity, Compliance, and Title IX office. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment.**

**For more information and to report allegations of discrimination and/or sexual harassment, visit the** [**Office of Equal Opportunity, Compliance, and Title IX’s website**](https://oeoc.uark.edu/reporting/index.php)**. You can visit the office at 346 N. West Avenue (West Avenue Annex) or phone 479-575-4019 (voice) or 479-575-3646 (tdd).**

**Course Recording Policy**

**Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden without prior permission of the instructor.**

**Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc.**

**If class goes remote temporarily, due to an emergency, a copy of the Zoom recording of that meeting will be posted to Blackboard.**

**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 possible only 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 the** [**Academic Initiatives and Integrity**](https://honesty.uark.edu/policy/index.php) **website. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”**

**— Office of the Provost and Vice-Chancellor for Academic Affairs**

***Policy Regarding Reusing Classwork***

**The University defines plagiarism as “offering as one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote.” In addition, submitting work you have turned in to fulfill requirements for another course may still constitute plagiarism. Please obtain your instructor’s permission before turning in previously submitted work. Refer to the** [**sanction rubric**](http://honesty.uark.edu/sanction-rubric) **on the Academic Initiatives and Integrity website for a list of specific violations covered by the University’s Academic Integrity Policy.**

**[Instructors: Please choose one of the following policies (either “Use Prohibited” or “Use Permitted with Citation) for your syllabus. For more on ChatGPT, please see the TA and Instructor Handbook.]**

**(USE PROHIBITED)**

***Using ChatGPT for Your Work in This Class***

**This is a course that asks you to work through the writing process and develop your own strategies for how to tackle each step of the process, from idea generation to drafting to revision to reflection. For this reason, I ask that you do not use artificial chatbots like ChatGPT to complete assignments for this class.**

**(USE PERMITTED WITH CITATION)**

***Using ChatGPT for Your Work in This Class***

**This is a course that asks you to work through the writing process and develop your own strategies for how to tackle each step of the process, from idea generation to drafting to revision to reflection. However, writing and technology are inextricably connected to one another. For this reason, I ask that if you use ChatGPT or other artificial chatbots at any point in the process you identify the ways it was used and cite any chatbot-written content that you quote, paraphrase, or summarize.**

**[This section should be in all syllabi]**

***Providing Course Materials to Course Hero, ChatGPT, and Other Sites***

**Please do not provide my course materials or your peers’ work to ChatGPT, Course Hero, Chegg, or similar sites. I also strongly recommend that you not provide your own work to any of these sites.**

**Absence Policy**

**Absences that are recognized by university policy as excusable do not count towards your final absence total, so long as you inform your instructor of the absence and reason for the absence within a week. Students who will be missing class due to university events should provide a schedule of all planned absences at the start of the semester when possible. All other missed class meetings will count as an absence when tabulating your final grade. The following are considered excusable by the University of Arkansas’s official policy:**

1. **Illness of the student**
2. **Serious illness or death of a member of the student’s immediate family or other family crisis**
3. **University-sponsored activities for which the students’ attendance is required by virtue of scholarship or leadership/participation responsibilities**
4. **Religious observations as defined by the Students’ Religious Observances policy included below.**
5. **Jury duty or subpoena for court appearance**
6. **Military duty**

***Students’ Religious Observances Policy***

**“Although Christian religious holidays are reflected to some extent in the academic calendar of the university, holidays of other religious groups are not. When members of other religions seek to be excused from class for religious reasons, they are expected to provide their instructors with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The Schedule of Classes should inform students of the university calendar of events, including class meeting and final examination dates, so that before they enroll they can take into account their calendar of religious observances. Scheduling should be done with recognition of religious observances where possible. However, faculty members are expected to allow students to make up work scheduled for dates during which the student’s religious observances are scheduled, to the extent possible.” (University of Arkansas Faculty Handbook, Section 2)**

**Classroom Disruption**

**Class discussions are interactive and diverse opinions will be shared; please be thoughtful in sharing your perspectives and responses with one another. Abusive language directed towards others will not be tolerated in the classroom.**

**Other behaviors that can be disruptive are chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, and consistently arriving late to class. Please keep these disruptions to a minimum. Inappropriate behavior in the classroom may result in a request to leave the class and/or a referral to the Office of Academic Integrity and Student Conduct.**

**Inclement Weather**

**[For face-to-face classes only.]**

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

**[For online or remote classes only.]**

**When the university is closed, all classes are also canceled. Since we are online, this may not affect us in terms of attendance, but weather can affect power and access to the internet or U of A resources. In this case, deadlines may be extended as appropriate. If power or internet outages affect your area but not the university, let me know as soon as you are able. Often there will still be cell phone connection so you can email.**

**Emergency Procedures: [PLEASE DELETE THIS POLICY IF YOU ARE TEACHING AN ONLINE CLASSES.]**

**Many types of emergencies can occur on campus, so it is crucial that we be prepared to respond appropriately in the event of severe weather, armed assailants, or fire alarms. In keeping with the detailed instructions found at emergency.uark.edu, if a weather emergency occurs during our class:**

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

**In the event of an armed assailant or physical attack (CADD):**

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

**Communications Policy**

**[Please consult the Course Guide and add your own!]**

**[At a minimum, your policy should answer these questions:**

* **How long should students expect to wait for an email response?**
* **When should students send a follow-up email or communication?**
* **What should students do if they cannot meet during your listed office hours?**
* **Are there any times (for example, during the weekend) when students should expect longer response times?**

**Feedback Policy**

**[Please consult the Course Guide and add your own!]**

**[At a minimum, your policy should answer these questions:**

* **How quickly will you return feedback on major projects?**
* **How quickly will you return feedback on weekly assignments?**
* **What should students do if they have questions about your feedback?]**

**Your Well-Being**

**I respect the fullness of your lives and responsibilities outside of this class. If you experience something that impedes your ability to learn in this class, I invite you to discuss this with me. You absolutely do nothave to disclose the details of your circumstances, but you are welcome to approach me so we might locate resources or other guidance for you.**

**Here is a list of campus resources that you might find useful in your time here:**

|  |
| --- |
| **Jane B. Gearhart Full Circle Food Pantry**  **324 Stadium Drive | WAHR C204 | Bud Walton Hall**  **M 11am-3pm, W 3pm-5pm, Th 10am-2pm | 479-575-7693**  **Student-led food assistance program. They serve anyone with a U of A or a UAMS ID and their household, providing a three-day supply of groceries and personal care items, up to 2x/week.**  [**https://service.uark.edu/services/pantry/index.php**](https://service.uark.edu/services/pantry/index.php) |
| **Center for Educational Access**  **209 ARKU, University of Arkansas**  **479-575-3104**  [**https://cea.uark.edu/**](https://cea.uark.edu/) |
| **RESPECT (Rape Education by Peers Encouraging Conscious Thought)**  **Pat Walker Health Center, University of Arkansas**  **(479) 575-7252**  [**https://respect.uark.edu/resources/**](https://respect.uark.edu/resources/) |
| **STAR Central Web**  **Location: Pat Walker Health Center | Second Floor - Room 2129 | M-F 8am-5pm**  **479-575-7252**  **The office of STAR Central offers Support, Training, Advocacy, & Resources on Sexual Assault and Relationship Violence. STAR Central serves the university community through education programs, professional consultations and victim advocacy services. STAR Central is located on the second floor of the new addition of the health center in room 2129. All contacts and survivor services are confidential.** |
| **Center for Multicultural and Diversity Education**  **ARKU 404**  **479-575-8405**  [**https://multicultural.uark.edu/about-us/index.php**](https://multicultural.uark.edu/about-us/index.php) |
| **Veteran and Military-Affiliated Student Center**  **GACS Suites 115-116**  **640 N. Garland Avenue**  **Fayetteville, AR 72701**  **479-575-8742**  [**https://vmsc.uark.edu/**](https://vmsc.uark.edu/) |
| **Women’s Clinic (serving patients of all genders)**  **Pat Walker Health Center**  **525 N. Garland Ave.**  **479-575-4478**  [**https://health.uark.edu/medical-health/womensclinic.php**](https://health.uark.edu/medical-health/womensclinic.php) |
| **Counseling and Psychological Services (CAPS)**  **Pat Walker Health Center**  **525 N. Garland Ave.**  **479-575-5276**  [**https://health.uark.edu/mental-health/index.php**](https://health.uark.edu/mental-health/index.php)    **CAPS also offers drop-in, informal consultations. For updated hours see:** [**https://health.uark.edu/mental-health/letstalk.php**](https://health.uark.edu/mental-health/letstalk.php) |
| **Office of International Students and Scholars**  **104 Holcombe Hall**  **479-575-5003**  [**https://international-students.uark.edu/index.php**](https://international-students.uark.edu/index.php) |
| **LGBTQIA+ Mentoring**  **479-575-8405**  **Contact: Adrain Smith atsmith@uark.edu**  [**https://multicultural.uark.edu/diversity-and-inclusion/programs/lgbtqia.php**](https://multicultural.uark.edu/diversity-and-inclusion/programs/lgbtqia.php) |
| **La Oficina Latina**  **Contact: Magdalena Arroyo arroyo@uark.edu**  [**https://multicultural.uark.edu/diversity-and-inclusion/programs/la-oficina-latina.php**](https://multicultural.uark.edu/diversity-and-inclusion/programs/la-oficina-latina.php) |
| **Academic Enrichment Program (AEP)**  **Designed to enhance the college experience of first-generation, low-income and other underrepresented students by providing a combination of effective advisement and mentorship, student development opportunities, academic coaching, and different learning experiences.**  **(479) 575-5014**  **Contact: Brande Flack: bmflack@uark.edu** |
| **Student Support Services Web**  **Location: 008 Gregson Hall | 479-575-3546 | Monday-Friday 8am -5pm**  **Student Support Services provides a combination of programs and services to students who are first-generation, and/or modest-income, and/or individuals with disabilities.**  [**https://sss.uark.edu/index.php**](https://sss.uark.edu/index.php) |
| **College of Arts & Sciences Programs**  **African and African American Studies | 230 Memorial Hall**  [**https://fulbright.uark.edu/area-studies/african-and-african-american-studies/**](https://fulbright.uark.edu/area-studies/african-and-african-american-studies/about-the-program/index.php)  **Asian Studies | Old Main 428**  [**https://fulbright.uark.edu/area-studies/asian-studies/**](https://fulbright.uark.edu/area-studies/asian-studies/)  **Indigenous Studies Program | Kimpel Hall 714**  [**https://fulbright.uark.edu/area-studies/indigenous-studies/**](https://fulbright.uark.edu/area-studies/indigenous-studies/)  **Latin American Studies Program | Kimpel Hall 723**  [**https://fulbright.uark.edu/area-studies/latin-american-and-latino-studies/**](https://fulbright.uark.edu/area-studies/latin-american-and-latino-studies/) |
| **Student Success (Tutoring Center for all subjects)**  [**https://success.uark.edu/**](https://success.uark.edu/) |

**(updated July 2023)**

**APPENDIX F**

**University of Arkansas/District MOU**



**Agreement**

**for Educator Preparation Programs’ Observation, Practicum, and Full-Time Internship Placements between the**

**University of Arkansas**

**And School District Name Effective October 2023**

**AGREEMENT**

Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas, Fayetteville -- Educator Preparation Programs (“University”), and Springdale Public Schools (“District”) agree to a collaboration in field experience for pre-service teacher candidates. Placements in this district may include student teacher candidates of all grade levels and subject areas, full-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

# Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or District may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

# Full-Time Internship Placements

1. **The University will:**
   1. Provide district with the following information no less than ten (10) days before the internship begins:
      1. Name and contact information of the student(s)
      2. Dates and hours of the assignment(s)
      3. Each student’s academic class designation
      4. Philosophy, purpose, and learning objectives
   2. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
   3. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
   4. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
   5. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
   6. Provide training to mentor teachers prior to the beginning of the school year.
   7. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
   8. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

# District will:

* 1. Provide a list of potential mentor teachers to the University when requested.
  2. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
  3. Provide classroom space, staffing, materials and necessary access to facilities for the

completion of the intern’s educational experiences.

* 1. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
  2. Name a contact person who is responsible for carrying out the requirements of this agreement.
  3. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

# Shared Expectations of UA and District Regarding Full-Time Internships:

* 1. Mentor teachers will provide continuing verbal and written feedback to interns.
  2. Mentor teachers will allow a minimum of one student-designed unit to be implemented during the rotation.

# Practicum and Observation Placements

1. **The University will:**
   1. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
   2. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
   3. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

# District will:

* 1. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
  2. Provide a list of potential host teachers for observations/practicums when contacted.

# Shared Expectations of UA and District Regarding Practicums and Observations:

* 1. Host teachers are willing to have pre-service teacher candidates observe their classroom.
  2. Host teachers will provide verbal and/or written feedback when requested.
  3. Pre-service teacher candidates can complete observations required for specific course assignments as long as they do not disturb the educational environment in the classroom or school.

# Shared Expectations for All Student Placements

1. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.
2. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student’s achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student’s behavior fails to conform with the applicable policies of UA or District.
3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

# Aspiring Teacher Permit Applicants

1. **The University will:**
   1. Provide a University instructional supervisor who will serve as the official liaison to the designated building and ensure that the requirements of the internship are met for graduation.

# The University instructional supervisor will:

* 1. Clarify the internship procedures and expectations to the intern and the mentor teacher.
  2. Establish and maintain correspondence and regular visits with designated building.
  3. Visit the designated building at least twice.
  4. Time the visits to designated building to provide the greatest feedback.
  5. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
  6. Keep records of weekly and final evaluations and lesson plans for the internship.
  7. Be responsible for filing paperwork with the University upon completion of the internship.

# Springdale Public Schools will:

* 1. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
  2. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
  3. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
  4. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
  5. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
  6. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
  7. Allow the University instructional supervisor to complete the required number of observations required by the University.
  8. Immediately communicate with the University instructional supervisor of any issues that arise.
  9. Recognize that the Aspiring Teacher Candidate Applicant is being hired as the teacher of record in the designated building and is not an employee of the University, and all obligations of employment including employment supervision, compensation, tax compliance, and liability related to employment shall the sole responsibility of Springdale Public Schools.

# The mentor teacher/lead teacher will:

* 1. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
  2. Review the internship manual and other paperwork from the University.
  3. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
  4. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
  5. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
  6. Complete weekly performance ratings and forward them to the University instructional supervisor.
  7. Explain teaching methods and why they are used.
  8. Immediately communicate any problems or concerns to the University instructional supervisor.
  9. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
  10. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

# Mentor Teacher Compensation

1. **The University will:**
   1. When applicable to a given program, collect a fee from UA student interns with the express purpose of the district using the fee money to provide stipends to mentor teachers mentoring those interns, and for the district to cover costs directly associated with the internship program (administrative overhead, tax withholdings, intern name tags, intern professional development, supplies, etc.)
   2. Send a list of mentor teachers detailing the amount owed to them based on mentoring activities conducted during the academic year, as well as the amount to be used for purposes directly related to the internship program. This will be sent to the district office by June 1 at the conclusion of each school year.
   3. Send a check accompanying the list of mentor teachers to cover the cost of directly compensating mentor teachers, as well as costs directly related to the internship program.

# District will:

* 1. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
  2. Use the remaining amounts for purposes directly related to the internship program (see examples above).
  3. Account for and remit any tax withholdings as required by law.

# Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.
2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student’s academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school

district, and/or the district’s contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.

1. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

# Sexual Harassment

District agrees to promptly address any reports of sexual harassment, sexual assault, domestic violence, dating violence or stalking committed by or against Students or University Faculty. District shall promptly notify University of any such reports and shall cooperate with any review of such matters conducted by the University.

# Additional obligations of District:

District shall provide or obtain emergency treatment in the event of accident or illness to students while at a placement site participating in a placement under this Agreement, such care to be provided at students’ expense.

# General Provisions

1. The parties acknowledge that student educational records are protected by the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232, 34 CFR Part 99, and that generally student permission must be obtained before releasing student-specific data to anyone other than the University.
2. This Agreement shall be executed by authorized representatives of UA and District. This Agreement may be executed in one or more counterparts, each of which shall be an original. This Agreement may be executed by facsimile or e-mail attachment.
3. The relationship of UA and District is that of independent contractors, and nothing in this Agreement should be construed to create any agency, joint venture, or partnership relationship between them.
4. In the event of litigation against either party connection with a student placement, the parties agree to cooperate in the investigation of such claims and provide such information as required in the defense of any claims.
5. University and District agree that District is not responsible for any Workers’ Compensation

or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers’ Compensation.

Supervising faculty from the University are employees of UA and are covered accordingly

under Workers’ Compensation.

1. The parties agree to comply with all applicable federal, state, local, and university laws, ordinances and rules, and specifically agree not to unlawfully discriminate against any individual on the basis of race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran’s status, national origin or any other basis protected under Federal or state law.
2. This Agreement is solely between UA and District and shall not create any rights in any third party.
3. This Agreement shall be governed by the laws of the State of Arkansas.

**IN WITNESS WHEREOF,** this Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

|  |  |
| --- | --- |
| **UNIVERSITY:** | **DISTRICT:** |
| Acknowledged by: | Approved and Accepted by: |
| BOARD OF TRUSTEES OF THE UNIVERSITY OF ARKANSAS ACTING FOR AND ON BEHALF OF THE UNIVERSITY OF ARKANSAS, FAYETTEVILLE |  |
| by (Signature) | by (Signature) |
| JL Jennings  (Printed Name) | (Printed Name) |
| Director of Field Placement  (Title) | (Title) |
| (Date) | (Date) |

|  |
| --- |
| by Associate Dean for Administration  College of Education and Health Professions University of Arkansas |
| (Date) |
| **Approved by:** |
| by Provost and Executive Vice Chancellor for Academic Affairs  University of Arkansas |
| (Date) |

**Please name the contact person responsible for carrying out this agreement for the District:** Name: Position: Phone: Email: