

MAY 8, 2025



EARLY CHILDHOOD EDUCATION PROGRAM REVIEW

**Submitted on Behalf of the Division of Arts and Sciences
for
Dean Carol Birth, Faculty Yvette Robertson and Christi Freeman**

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Academic Program Review: Includes External Review and Program Self-Study




**Phillips Community College
of the
University of Arkansas**

**Academic Program Review
External Reviewers**

**Division of Arts and Sciences
AAS, TC, CP in Early Childhood Education
Submitted by Monica Quattlebaum, Vice Chancellor for Instruction
on Behalf of
Dean: Carol Birth
Faculty: Yvette Robertson, and Christi Freeman**

April 15-30, 2025



External Reviewer's Signature



External Reviewer's Signature

EXTERNAL READERS' BIOGRAPHIES

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Ja Chambless is the director of Pattillo Center School, Inc. in DeWitt, Arkansas since August of 2007. She has a B.S.E. from Arkansas State University and an M. Ed. in Early Childhood Special Education from the University of Arkansas at Little Rock. She taught preschool for Great Rivers Cooperative for three years and then was an Early Childhood Education instructor for Phillips Community College of the Arkansas County for seven years. She is a member of the Arkansas Early Childhood Association, Vice President of DeWitt Chamber of Commerce, a board member of Developmental Disabilities Association and is actively involved in regional and Arkansas children's interest. She has attended numerous conferences and is knowledgeable of the National Association for Young Children (NAEYC) standards.

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Debra Kallaher is a full-time assistant professor and the EDUC/ECED Program Coordinator at Southwest Tennessee Community College and a part-time instructor at the University of Memphis in the department of child development and family studies. She has also been a contract worker for the Tennessee Early Childhood Training Alliance (TECTA). She has been in early childhood for over 30 years. Ms. Kallaher has a bachelor's degree in Preschool and Childcare Administration and a master's degree in Instruction and Curriculum with Concentration in ECE. She is currently working on her doctorate in child development. Ms. Kallaher is the President for the Tennessee Association for Children's Early Education (TACEE) and is active in Memphis Association for Children's Early Education (MACEE) affiliate in the Memphis/Shelby County/Southwest TN region. She has served on the boards for the former Tennessee Association for the Education of Young Children (TAEYC) and the Memphis Association for the Education of Young Children (MAEYC) in different capacities and offices from treasurer to conference registration.

Program Review External Reviewers Questions

The report should not include a recommendation to ADHE on program continuation or program deletion.

The External Reviewers written report must include a summary of each area examined and should provide examples that document the conclusions. The questions below should be used by the reviewers as a guide in preparing the summary for each area. Responses to the questions should not be simply “yes or no”.

I. Review of Program Goals, Objectives and Activities

A. Are the intended educational (learning) outcomes for the program appropriate and assessed appropriately?

Yes, the educational goals for the ECE program are clearly defined and are assessed through various methods which measure whether the students have achieved the learning outcomes. The educational goals are aligned with the National Association of Young Children which is the foundation and preparation for the students to pass the National Child Development Associate exam.

The program Student Learning Outcomes (SLOs) are consistent and comparable to the PCCUA Core Competencies with students required to show proficiency in the program. Yes, the appropriate assessment methods of tests, assignments, presentations and grading rubrics are in place to measure whether students have achieved the outcomes.

The learning outcomes include the following:

1. Understand child development from birth to age 8.
2. Develop the ability to establish family and community collaboration.
3. Be aware of professionalism required to serve in early childhood environments.
4. Acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings.

B. How are the faculty and students accomplishing the program's student learning objectives?

The faculty of Phillips Community College provide instruction and support through the Early Childhood courses to teach the students best practices to accomplish the goals by meeting the program objectives in obtaining the Child Development Associate (CDA) which is a Certificate of Proficiency at PCCUA, a Technical Certificate, and an Associate of Applied Science in Early Childhood Education.

Faculty provide instruction and support to help students achieve the learning outcomes. The faculty design and deliver courses and assignments aligned with the outcomes. They cover the content and skills in various teaching methods, such as lectures, discussions, hands-on activities, and videos, to engage students and facilitate their learning. Assessments, such as exams, quizzes, projects, and assignments to evaluate students' progress and proficiency.

Students are responsible for actively participating in the learning process, attending classes, studying, and completing assignments. They are fully engaged with this process.

The PCCUA faculty combine the Core Competencies with ECE Objectives to accomplish student learning. These combined competencies include the following standards:

Students will demonstrate the ability to use written and oral communication. *Understand child development from birth to age 8.*

Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children. Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices. *Acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings*

Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self-assessment, and evaluating the effects of their choices and actions on others. *Be aware of professionalism required to serve in early childhood environments.*

Students will apply and utilize language appropriate materials for children's emergent literacy development.

Students will develop and maintain positive partnerships with families and communities.

Develop the ability to establish family and community collaboration

C. How are the program meeting market/industry demands and/or preparing students for advanced study?

Evidence reflects the program prepares students to directly enter the workforce by helping them understand developmentally appropriate lesson and activities for birth to eight-year-olds. The faculty provides students with opportunities for practical experiences through observations, field experiences, internships and practicums. This allows students to see the different levels of development and the varied roles providers play while engaged in their studies. The PCCUA faculty is offered opportunities for professional development so they can stay abreast of the current trends. The faculty have assignments that require the students collaborate with local schools, early childhood centers to create opportunities for student to engage in best practices with professionals and gain knowledge about the current rules and regulations of the various guidelines in this field. These experiences expose students to what actually happens in classrooms. Professional development offers opportunities for faculty to stay updated on industry trends, research, and best practices.

A. Is there sufficient student demand for the program?

Yes, there is sufficient data. The program enrollment has declined over the last several years. There needs to be more recruitment activities from the faculty and College. The PCCUA ECE program is smaller than it has been in the past, there are several students who desire to pursue this major but they often transfer to the AA General Education program rather than acquire the AAS because the transfer degree prepare for public school classroom teaching. PCCUA encourages students wanting to major in any area of early childhood teaching to consider the ECE AAS. Not all general education students are prepared for the general education transfer degree or are able to do so for various reasons.

B. Do the course enrollments and program graduation/completion rates justify the required resources?

The instructors are more intentional when preparing the courses and the study guides. The instructors work closely with student support services to strengthen support for students through tutoring, food pantries, a career closet that has become very important for students dressing for job interviews. The instructors need to incorporate more active learning in the classroom, encourage students to participate, discuss, collaborate and engage in hands-on activities. There is a 95% graduation/completion rate and a 95% pass rate on the CDA assessment.

	Institutional Completions			Arkansas Division of Higher Education Completions			
ECE	2024	2023	2022	2023	2022	2021	Cognate 2021-23
AAS	6	12	13	14	10	17	16.3
TC	5	8	13	12	9	12	16.3
CP	6	13	8	12	7	7	8.7

Note: Resource from the ECE Self Study

II. Review of Program Curriculum.

A. Is the program curriculum appropriate to meet the current and future market/ industry needs and/or to prepare students for advanced study? Is that reflected in

Yes, the curriculum prepares the students to work with materials that are developmentally appropriated for children birth to eight-year-olds. Employer satisfaction is high and local schools and early childhood centers hire the graduates and have indicated they are satisfied with the student knowledge base and skills they acquire in the field.

The program prepares students to go directly into the work forces by helping them understand how to organize developmentally appropriate classrooms, how to prepare developmentally appropriate material for children birth to eight years old. The program provides students with opportunities for practical experiences through observations, field experiences, internships and practicums. These experiences expose students to what actually happens in classrooms.

Professional development offers opportunities for faculty to stay updated with industry trends, research, and best practices. Faculty collaborate with local schools, early childhood centers to create opportunities for students to engage with professionals and stay informed about best practices.

B. Are institutional policies and procedures appropriate to keep the program? curriculum current to meet the industry standards?

Yes, the guidelines for the CDA program are national standards that meet each states standards and best practices for birth to eight- year-olds.

The program and the college have a comprehensive curriculum change process. New programs, courses, modifications and deletions are initiated at the department or division level with faculty suggestions and recommendations. Faculty evaluates and discusses curriculum changes and submits recommendations to the division dean. These proposed changes are routed through a Curriculum Change Form, located in Program Self Study-**Appendix C: Curriculum Change, Pp. 134-135** to the Curriculum Committee of the Faculty Senate. Changes are then presented to the Instruction and Curriculum Committee for approval and inclusion in the college catalog and website. The Instruction and Curriculum Committee is a standing committee led by the Vice Chancellor for Instruction, and committee members include division deans, department chairs, Faculty Senate President, Senate representatives, and functional area supervisors. Specific procedures for adding, deleting, or modifying a course are listed in the PCCUA Policy Manual under Administrative Procedure 420.02: Procedures for Adding and Deleting Courses. (See **Appendix D: Administrative Procedure 420.02: Procedures for Adding and Deleting Courses Pp 136-138**). The New Course Proposals are aligned with the other policies.

The PCCUA Board Policies and College Procedure Manuals are very specific regarding the procedure to be followed for new course proposals as outlined in Administrative Procedure 420.02 (See **Program Self Study-Appendix D: Administrative Procedure 420.02 Procedures for Adding or Deleting Courses, Pp 136-138**). This procedure is tied to PCCUA Board Policy 420: Curriculum Management Policy.

The program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc. and provides an outline for each program curriculum, including the sequence of courses. These are kept updated and assessed for changes or improvements.

The courses must be taken in sequence because the program is designed to move from foundational to more advance course work. Typically, students can include general education. A review of the offerings each term reflects that student are able to enter the program in the fall and the spring. Students work with advisors to assure that they are able to enroll following the degree requirements shown in the guided pathway check-off. Referred to in *Table 1: Outline of Sequence for Course Offerings* in the Self Study

Table 1: Outline of Sequence for Course Offerings

Phillips County		Arkansas County	
Fall		Fall	
ECD 1001	Field Experience I	ECD-1001	Field Experience I
ECD 1103	Child Development	ECD-1003	Fundamentals of Childcare
ECD 103	Foundations of Early Childhood	ECD-1103	Child Development
ECD 1003	Fundamentals of Child Care	ECD-213	Child Guidance
ECD 243	Infant/Toddler Curriculum	ECD-243	Infant/Toddler Curriculum
ECD 263	Preschool Curriculum	ECD-263	Preschool Curriculum
ECD 213	Child Guidance		
Spring		Spring	
ECD 283	Future Perspectives	ECD-1101	Field Experience II
ECD 293	Practicum	ECD-1203	Application of Childcare
ECD 1203	Application of Child Care	ECD-103	Foundations of Early Childhood
ECD 1101	Field Experience II	ECD-223	Math and Science for ECED
ECD 223	Math and Science for ECED	ECD-253	Literacy and Language Arts
ECD 253	Literacy and Language Arts	ECD-283	Future Perspectives
		ECD-293	Practicum
Summer		SY-223	The Family
SY 223	The Family		

C. Are program exit requirements appropriate?

Yes, they have two capstone courses (Future Perspective, ECD 283 and Practicum, ECD293). The first course the students have to prepare a portfolio showing their goals and objectives. In the second course they demonstrate in a real-life placement of an early childhood setting and they have to set up, organize and manage a classroom and get observations of these skills by faculty. All the students in the early childhood program complete this and pass with 100%.

Students must participate in the field experience before graduation, all have a portfolio, and meet the ECE competencies as well as the college core competencies.

D. Does the program contain evidence of good breath/focus and currency, including? consistency with good practice?

The AAS in Early Childhood Education program includes observation hours and field experiences embedded in the curriculum. These experiences provide students with practical insights and networking opportunities.

The students must complete internships/practicums at early childhood education settings, such as state funded preschools, daycare centers, and elementary schools and utilized best practices. All

sites must use state identified best practices. The ECE Self Study indicates the following practice.

PCCUA's comprehensive Professional Development Program provides a variety of opportunities for both faculty and professional staff. The courses are uniquely designed and facilitated by PCCUA experts in their fields. PCCUA offers several kinds of professional development. Throughout the year faculty and staff have opportunities to engage in focused learning reflected though the table provided below. Professional practices examine their ongoing development as quality educators. Our goal is to engage teachers, scholars and practitioners in continuous improvement processes that result in student learning

E. Are students introduced to experiences within the workplace and introduced to professional in the field?

Yes, if they have a practicum/internship at one of the listed services on page.

In the program courses the students are encouraged to join professional associations. Joining these associations facilitate networking and provides students access to resources and events within the field. Connections with other professionals in the field is very important in early childhood education.

F. Does the program promote and support interdisciplinary initiatives?

Yes, courses such as Infant and Toddler (ECD 243), Preschool Curriculum (ECD 263), Literacy and Language (ECD253) and Math and Science (ECD 223) are taught concurrently. Also, the courses draw from various disciplines, such as psychology, sociology, neuroscience and linguistics to provide a holistic understanding of child development and education. Students work on collaborative projects that require them to integrate knowledge and skills from multiple areas of study. Field experiences, observations and practicum provide opportunities for students to gain experience in settings that require collaboration with professionals from different disciplines such as, special education, speech therapy, occupational therapy and physical therapy. The ECE program is designed for a variety of early childhood occupations. It requires a general education foundation and offers a Certificate of Proficiency as a Child Development Associates, (a nationally recognized credential) a Technical Certificate which leads to an Associate of Applied Science degree (AAS). **Syllabi for the ECE courses are provided in Appendix A, Pp. 79-130.5** of the ECE Self Study. A review of these documents indicates the are well prepared and appropriate for instruction.

Close examination of the ECE program reveals a strong social science component reveals that the entire ECE curriculum provides the foundation to produce a student possessing institutional core skills referred to by the College as STACC Skills. Graduates ideally possess civic and social responsibility, demonstrate proficiency in technological utilization, apply analytical and critical thinking when problem solving, demonstrate verbal and written communication skills, and understand and appreciate cultural diversity. (See Appendix B: STACC Skills Pp. 130-131)

G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

Students learn about respecting families, beliefs, values and attitudes through many hours of observation and field experience. Students learn to incorporate culturally appropriate knowledge, understanding and attitudes into their actions, communication style, verbal messages through the many activities and assignments and using best practices. Scholarships are available and 100 % of the students pass in the cultural diversity competency area. The Level I, II, and III competencies identified from the ECE Self Study on page 9 of this review, are detailed.

Level I: Cultural Competency		95% of the AAS students will have an average score of 70% or better on all written and oral material for all course work in focus classes and demonstrate applied behavior at the work site.
Competency	Courses	Assessment Procedures
Students will demonstrate though adult and child interaction a knowledge, attitude, and belief in diversity among several multicultural groups (age, ethnicity, gender, special needs, etc.).	SY 233 EN 213 ECD 1003 ECD 1103 ECD 103 ECD 263	Written assignments, class presentations, cooperative learning activities Demonstrates through written assignments, tests, class presentations, curriculum maps, room rubrics, field observations, and exit interview that the student helps each child feel accepted in the group, helps children learn to get along with others, and encourages a feeling of mutual respect among children.

Level II: Cultural Competency		95% of the students completing a Technical Certificate in ECE will have an average score of 70% or better on all written material for all course work.
Competency	Courses	Assessment Procedures
Students will demonstrate though adult and child interaction a knowledge attitude and belief in diversity among several multicultural groups (age, ethnicity, gender, special needs, etc.)	SY 233 EN 213 ECD 1003 ECD 1103 ECD 163 ECD 103	Written assignments, class presentations, cooperative learning activities Demonstrates through written assignments, tests, class presentations, curriculum maps, room rubrics, field observations, and exit interview that the student helps each child feel accepted in the group, helps children learn to get along with others, and encourages a feeling of mutual respect among children.
Level III: Cultural Awareness		95% of the students completing a Certificate of Proficiency in ECE (CDA) will complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition
Competency	Courses	Assessment Procedures
Students will demonstrate though adult and child interaction a knowledge attitude and belief in diversity among several multicultural groups (Age, ethnicity, gender, special needs, etc.)	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD 293	Prove through the portfolio and written competency statements the skills related to a variety of factors which support the social and emotional development of all children. Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA Exam) Oral Exam (CDA Exam)

III. Review of Academic Support

A Does the program provide appropriate academic advising and mentoring of students?

Yes, academic advising and mentoring students is PCCUA's faculty standard duties and is documented in their evaluations. This is clearly stated in the ECE Self Study.

Each campus has one full-time advisor and some faculty advisors (early childhood, nursing, business). Advisors assist students with selecting majors, career exploration, schedule building and a variety of other support activities. An Individual Career Plan (ICP) helps students identify a career pathway. This ICP is an academic map which allows advisors to help students identify and select a major facilitating a more direct pathway to completing a certificate or degree.

Each campus has one full-time advisor and some faculty advisors (early childhood, nursing, business). Advisors assist students with selecting majors, career exploration, schedule building and a variety of other support activities. An Individual Career Plan (ICP) helps students identify a career pathway. This ICP is an academic map which allows advisors to help students identify and select a major facilitating a more direct pathway to completing a certificate or degree. Academic Advising holds the key to student success in this program. Every ECE student is assigned an advisor who is familiar with the program. ECE advisors are knowledgeable about this program and advise students regarding program requirements, degree requirements, and college services.

Student support services are very important to this program and provide activities which motivate students and support for their academics through advising, financial aid counseling, and advocacy. Tutoring is available to students on each campus by the faculty or that service can be accessed by contacting the Learning Center Coordinator. The College encourages the faculty to provide tutoring because it is difficult to find tutors in certain disciplines (science and math). It is also difficult to train and retain tutors.

B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

Yes, the early childhood program ensures the retention of qualified students and tracks the student's progress toward graduation and the national exam for the child development program. Recruitment is clearly defined in the ECE Self Study.

Recruitment of Students at PCCUA involves a diversified strategy to enroll new students. The recruitment team, led by the Director of Enrollment Management, focuses recruitment efforts on public and private schools in Arkansas and Mississippi. The Phillips County public high schools are: Helena-West Helena School District, Marvell-Elaine School District, Lee High School, and the Barton School District. The private Arkansas high schools are: Marvell Academy, Lee Academy (Marianna, Arkansas), and Desoto School. The Arkansas County

schools are Stuttgart School District and DeWitt School District. In addition, recruitment is pursued in Clarendon School District, Dumas School District, England Schools, Hazen Schools, Carlisle Schools, and private school Evangelical Methodist School. In addition, the team recruits from the Knowledge Is Power Program School (KIPP) located in Helena, Arkansas. In Mississippi, the recruitment team recruits students from Clarksdale Public Schools and Clarksdale's private school, also named Lee Academy. Retention and success of students is a priority at PCCUA.

One of the College's retention and success activity is the faculty initiated Early Alert System. The Early Alert System is an effort to contact and provide support to students who are in danger of failing because on nonattendance or a lack of preparation. With the Early Alert System, faculty members alert the student's advisors detailing the problem(s). The student success coordinator and/or the advisors contact the student and try to input some intervention strategies. When possible, intervention is done within the first few weeks of classes increasing the possibility of the successful completion of the term.

The College stresses that retention and success of students is a priority at PCCUA. One of the College's retention and success activity is the faculty initiated Early Alert System. The Early Alert System is an effort to contact and provide support to students who are in danger of failing because on nonattendance or a lack of preparation. With the Early Alert System, faculty members alert the student's advisors detailing the problem(s). The student success coordinator and/or the advisors contact the student and try to input some intervention strategies. When possible, intervention is done within the first few weeks of classes increasing the possibility for successful completion of the term.

IV. Review of Program Faculty

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Yes, Mrs. Roberson has a bachelor in Early Childhood degree and a Masters and Educational Specialist in Elementary Education and Mrs. Freeman has a Bachelor of Science in Elementary Education and a Masters in Early Childhood Special Education. They are both have a current license through Department of Education in the State of Arkansas. The certification must be renewed every five years.

Adjunct faculty are required to possess the same qualifications full time faculty Full time faculty are expected to have a master degree in Early Childhood Education. Adjunct faculty who are hired to provide oversite of a student in the practicum must have a degree higher than the program in which that faculty member serves as a practicum facilitator. For example, a practicum supervisor for the CDA which is a certificate of proficiency can be observed by a person with an associate degree. However, most field observations are completed by full time faculty. On occasion, the ECE program has employed adjunct faculty to teach a course and these individuals

Must have the same appropriate credentials as full-time instructors. Technically, the Higher Learning Commission (HLC) Faculty Qualification Standards would allow a bachelor's prepared faculty member; however, the college prefers to hire faculty with a masters in early childhood education or a related field. At this time, all faculty have the preferred degree and there are no adjuncts teaching.

Early Childhood Education Faculty Qualifications have been reviewed, are appropriate and are listed on page 35 or the ECE Self Study followed by Professional Development Hours on pages 35-36 and can be found in **Appendix E: Resumes p. 138-142 of the Self Study.**

B. Are the faculty orientation and faculty evaluation process application appropriate?

Yes, it is appropriate and the process includes a faculty orientation at the beginning of employment and it is completed within two to three weeks of employment. It has a checklist of requirements to complete. PCCUA has a faculty evaluation process, and it includes students, peers and a dean's feedback for the faculty member. It is completed each semester by student evaluation, peer faculty and a dean through the faculty's portfolio. This feedback is used to identify ways for their strengths and weakness to make improvements as needed.

PCCUA conducts an orientation program for all new employees at the beginning of their employment. The purpose of the orientation is to welcome the employees and introduce them to the college environment. Each employee and employee supervisor are given a new employee checklist, which must be completed in two to three weeks after the hire date. Resources for PCCUA employees are the PCCUA Policy Manual, which outlines written procedures and policies and is available in Web Advisor and the Faculty Handbook. Responsibilities of faculty members regarding teaching loads, office hours, evaluation, and other academic issues are also included in the policy manual. The PCCUA Faculty Evaluation system provides feedback from students, peers, and dean for the faculty member to use in improving performance. Faculty members are evaluated each semester by students through a student evaluation and annually by peers and dean through a teaching portfolio, which documents teaching effectiveness, college service, professional growth, and community service. During the annual faculty evaluation conferences, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies. This is provided in **Appendix F: New Faculty Checklist and Orientation, Pp. 143-144 of the ECE Self Study.** An orientation is held for adjunct instructors that includes a technology introduction so that the instructors can access email, class rosters and grading information. At that time, the instructors are given an employee handbook that includes attendance policies, security information and syllabi templates. After their first semester of instruction, they take part in the student evaluation process and are monitored by division chairs. This was documented in **Appendix G: AP 364: Faculty Work Schedule, Teaching Load, Summer Course Determination Pp. 145-149 of the ECE Self Study.**

Faculty are evaluated in 3 ways: 1) student evaluation of instruction, 2) portfolio evaluation by two faculty, 3) dean evaluation of portfolio. Once the evaluation is completed the dean

reviews the outcome with the faculty member. Instructional delivery and instructional design are the core components of the PCCUA Faculty Performance Review. Instructional delivery assessment is measured by student evaluation of the faculty. Each faculty member selects two classes with a minimum enrollment of 20 (if possible) for evaluation at the beginning of each semester. Students enrolled in the two classes are one source of the faculty member's evaluation. Instructional design assessment is measured based on peer and division dean perceptions of faculty performance. The portfolio is used to display primary artifacts which document work which include syllabi, student learning objectives, demonstrations of instruction and assessment. College service, community service, and professional development activities are also a focus of this portion of the review. One peer reviewer, division dean or chair (depending on the division) and a faculty member who is assigned by the Faculty Association are selected to review the portfolio (3 reviewers). Criteria used for the review include grades, reports, student documentation, and other evidence. In addition, classroom management resources are used to evaluate course management. Faculty who disputes assessment outcomes provided by any or all of the reviewers may appeal the outcome of the evaluation. The process allows the Faculty Evaluation Appeal Committee to hear appeals and makes recommendations about appeal outcomes to the Vice Chancellor for Instruction. The final decision about whether to accept or reject the appeal rests with the Vice Chancellor for Instruction.

C. Is the faculty workload in keeping with best practices?

Yes, full-time load for the early childhood department requires 15 hours per semester and if they teach an additional class, they will be compensated an overload fee. Their workload requires office hours for advising and prepping for their classes to ensure communication with their students and facilitate the learning.

Faculty teaching full-time in the secondary center are required to teach four classes or 12 credit hours per semester. However, most of the faculty teach an additional course which means they teach 15 credit hours. Part-time faculty are allowed to teach two courses per semester; however, most part-time instructors elect to teach one course each term.

A standard contract for faculty members in the early childhood education requires each faculty member to teach 15 hours a week. On average, each instructor teaches five three credit courses a semester. In addition to the standard teaching contract, instructors are often assigned overload courses per semester. Overload courses are classes that instructors teach beyond their standard contract. Faculty members receive additional compensation for teaching overload courses. Summer courses are also available to faculty members. If the college has enrollment and the faculty member chooses to teach during the summer, these courses are not considered part of the standard teaching contract. Typically, faculty members will teach two-three credit courses during the summer. These courses have a different contract that compensates the faculty member at a rate of 7.5% of his or her teaching contract per three-hour course. If a faculty member teaches more than two classes during the summer, he or she will receive the regular overload rate of \$550.00 per credit hour. Definition of course load can be found in PCCUA Board Policy and Administrative Policy **Appendix G: Pp.145-149** provided in the ECE Self Study.

V. Review of Program Resources

A. Is there an appropriate level of institutional support for program operation?

Yes, the institutional support for the program is strong. This is clearly stated in the ECE Self-Study and the description provided in the Self Study is listed below.

Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional funds are needed, a request may be made to the division chair or dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division. Faculty Senate and college professional staff at PCCUA work diligently to provide seminars, webinars, and workshops for professional development within the campuses. PCCUA is committed to professional growth for faculty.

Other than the specific faculty, library and professional development, the following resources are available and supported: Library Resources; Testing and Placement; Advising; Financial Aid; Admissions and Registration; Student Support Services; Students with Disabilities; Tutoring; Bookstore; Complaints; Career Pathways; Student Success; Student Support Labs; and Academic Appeal

B. Are faculty, library, professional development and other programs resources sufficient?

Yes, PCCUA has excellent resources current technology such as smart boards in the classrooms, computer labs, library for students and faculty. PCCUA encourages the faculty grow professional and keep abreast of the current guidelines. The faculty are encouraged and attend professional meeting, workshops and conferences in the early childhood as funding is available, there is funding for travel and additional funding can be requested by the dean through the faculty development fund.

Services for students include the following supports in place:

- *Assessment*
- *Academic Advising*
- *Academic Skills Support*
- *Career Exploration*
- *Counseling*
- *Orientation*
- *Social Skills Support*
- *Enrollment and Retention Manager*
- *Financial Aid*
- *Transportation*

▪ *Child Care*

No other instructional resource materials are required other than an instructor.

Four part-time faculty teach the college general education courses, two full time faculty teach the early childhood education courses

Academic Support is comprehensive and is available for the students enrolled in the program other resources are listed below.

- •Equipment – no equipment is needed to operate this program, other than a computer for the instructors and four classroom computers.
- •Office Furniture – no specific resources are required.
- •Space Renovation – no special resources are needed.

There is ample classroom space for the ECE program on all three campuses. On the Stuttgart campus, the ECE classes are in a dedicated classroom on the main campus. It has more than enough classroom space to meet the needs of day and evening classes. The Helena-West Helena campus currently houses the ECE program in the Technical and Industrial Building. The program on the DeWitt campus is housed in a classroom on the main building of the campus. All three facilities are handicapped accessible per ADA regulations and have computer and CVD accessibility.

A student enrolled in the ECE program has all the resources available which any PCCUA student needs for success. PCCUA keeps the student service and support of each campus fully maintained. The overall direction of student services is under the supervision of the Vice Chancellor for Student Services and Registrar. All College initiatives engage faculty and staff in that college work. Almost all the initiatives enhance student support or instruction. Registration, testing, placement, financial aid, work-study, advising, disabilities services, Student Support Services.

Tutoring is part of the Student Support Services (SSS) and all ECE students qualify for this service. If a student did not qualify, this has never happened in this program, the faculty member would ensure that the student receives the tutoring needed. The Catalog is the framework for all academic and support information for students and the Program of Study, course descriptions, and Guided Pathway are listed in the PCCUA Catalog. The Student Handbook is very important to students for support and assistance with information about navigating college life. The Student Handbook is given to each student at the mandatory orientation for all new and returning students. A list of services is provided in the Student Handbook.

VI. Review of Program Effectiveness

A. Indicate areas of program strength

The available resources and the two faculty and their dean ensure the early childhood program student success. Students in the program have a high pass rate on the national exam on the first attempt (100% over the last three years). This ensures the faculty and the students have the resources to utilize learning and application for the students to succeed.

Program Effectiveness-Program Strengths, Weaknesses, and Challenges

Strengths

1. Longevity
2. High success rate, retention
3. Meets community childcare provider workforce needs
4. Student Centered

Weaknesses

1. Low Enrollment/ the entire college has declining enrollment
2. Equitable service on three campuses
3. Don't market the success stories
4. Scholarships and funding for student

B. Indicate the program areas in need of improvement with the next 12 months; and over the next 2-5 years.

The main area of concern with the ECE program is student enrollment so this area needs to develop better recruitment strategies and to address program challenges such as the following:

1. Declining enrollment for all the communities the college serves which affects college enrollment
2. Few scholarship and tuition incentives for this field
3. Pay for child providers is very low which makes going to school for a degree an expensive process. Unfortunately, providers do not have to have degrees.
4. Program competition with online program availability at other colleges.

Planned program improvements include the following actions:

1. Increasing enrollment
2. Finding an easy pathway for upward mobility toward a four-year degree
3. Re-establish advising councils
4. Re-establish Children's Day or some similar activity

Planned Improvement

1. Recruit and market more efficiently and effectively
2. Continue providing technological integration in classroom instructions
3. Reinstate the community advisory boards in both Arkansas and Phillips County
4. Align and integrate the AAS with the AAT which allows students to have more

flexibility related to transfer after graduation.

5. Build stronger partnerships with K-12 schools, day cares, and other early childhood providers

C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

There are always improvements to be made but the reviewers suggest adding more hands on demonstrations and real- life scenarios that could occur with the children and how the students handle these scenarios. Recruitment and addressing improvement actions is critical to enhancing the program.

VII. Review of Instruction by Distance Technology (if program courses offered by distance)

A Are the program distance technology courses offered/delivered in accordance with best practice?

Yes, the majority of the distance learning are web-based offerings are hybrid. However, this student population does better with face-to-face instruction.

B. Does the institution have appropriate procedures in place to assure the security of personal information?

PCCUA complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. The student has the right to inspect and or review their educational records. No third party has the right to review the students records without the student's permission.

C. Are technology support services appropriate for students enrolled in and faculty teaching course/programs utilizing technology?

The program has a student computer support lab on each campus. Students are able to receive additional support through the Technology Academy designed to support student work. Each classroom is equipped with some computers which may be used by students. When students must use technology for assignments, the faculty support and guide students helping them learn independent navigation and development of technology utilization skills.

D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?

Faculty teaching full-time in the secondary center are required to teach four classes or 12 credit hours per semester. However, most of the faculty teach an additional course which means they

teach 15 credit hours. Part-time faculty are allowed to teach two courses per semester; however, most part-time instructors elect to teach one course each term.

A standard course load for faculty members in the early childhood education requires each faculty member to teach 15 hours a week. On average, each instructor teaches five three credit courses a semester. In addition to the standard teaching contract, instructors are often assigned overload courses per semester. Overload courses are classes that instructors teach beyond their standard contract. Faculty members receive additional compensation for teaching overload courses.

Summer courses are also available to faculty members. If the college has enrollment and the faculty member chooses to teach during the summer, these courses are not considered part of the standard teaching contract. Typically, faculty members will teach two-three credit courses during the summer. These courses have a different contract that compensates the faculty member at a rate of 7.5% of his or her teaching contract per three-hour course. If a faculty member teaches more than two classes during the summer, he or she will receive the regular overload rate of \$550.00 per credit hour. Definition of course load can be found in the Self Study in reference to Board Policy and Administrative Policy **Policy Manual in Appendix G and was listed on pages 145-149** in the ECE Self Study.

D. Are policies on intellectual property in accordance with best practices?

Yes, intellectual property rights are protected and outlines in the PCCUA Administrative Procedure: 365.02: Intellectual Property Rights. This was not included in the ECE Self Study but was provided upon request. It is listed below as it appears in the PCCUA Policy Manual.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE
Administrative Procedure: 365.02
Subject: Intellectual Property Rights
Applicable Board Policy: 365
Date Adopted: 8/89 Reviewed: 4/14, 6/19

The ownership of any scientific and technological developments, including inventions, discoveries, computer software, materials, or processes developed solely by a faculty or staff member's individual effort and expense shall vest in that individual and be licensed, if at all, in that person's name.

The ownership of any scientific and technological developments, including inventions, discoveries, trade secrets, computer software, materials and processes produced solely for the College and at college expense shall vest in the College and be licensed, if at all, in its name. In those instances where scientific and technological developments, including inventions, discoveries, trade secrets, computer software, materials and processes are produced by a faculty and staff member with college support, by way of use of significant personnel time, facilities, or other college resources, the ownership of the materials or processes shall vest in

(and be licensed by, if at all) the person designated by written agreement between the Chancellor and faculty or staff member prior to the production. This agreement shall make provisions for the employee to assign ownership rights to the College, or for a fair and equitable joint ownership, sharing of royalties or reimbursement to the College of its costs and support. In the event no such written agreement exists, the ownership shall vest in the College. There are no properties which are excluded from these ownership guidelines.

In the case of works created under developmental grants from governmental or foundation sources prescribing ownership rights, the conditions of such grants, rather than this policy shall govern.

VII. Review of Program Research and Service

A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?

Yes, the data provided by PCCUA and the research and outcomes for the program are appropriate and aligns with Arkansas daycare licensing agency and also the National Association for Young Children.

B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?

Yes, the faculty use events, professional conferences and internship placements in the community to assess and observe the students in these settings to assess and see the outcomes of the student learning and application process.

IX. Local Reviewer Comments

A. How is the program meeting market/industry demands and or preparing students for advanced study?

Students are well prepared for the market/industry, most students can find a job in the childhood field in all settings listed previously because there is a need for certified and educated staff for the employers and obtain higher ratings based off the Better Beginnings which is an incentive program base on star ratings for licensed daycares and or early childhood settings.

The program prepares students to go directly into the work force by helping them understand how to organize developmentally appropriate classrooms and how to prepare developmentally appropriate material for children birth to age eight. Students are provided students with opportunities for practical experiences through observations, field experiences, internships and practicums. These experiences expose students to what actually happens in classrooms.

Professional development offers opportunities for faculty to stay updated on industry trends, research, and best practices.

C. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?

Yes, the faculty use resources from the community such as professional conferences licensing specialist, directors, teachers and to build community

Depending on the resources available, more of the program could be offered online to give students some options. Many of the students in higher ed CDA or childcare degree programs are already working full-time and would be able to take advantage of evening and/or weekend classes. The program does use a hybrid format for some classes.

X. Report Summary

A. Include reviewer comments on the overall need for program graduate and completers in the local area, region and or nation over the next 5 years

There is demand for Early Childhood and CDA at schools/daycares in the local area which includes Arkansas and Phillip's and surrounding counties. I believe the recruitment strategies need be stronger and updated to help sustain this great Early Childhood program that PCCUA has built and maintained. The childcare industry as a whole is very short staffed mainly due to the inequality of the industry pay scale for childcare professionals.

B. Include reviewer comments on overall program quality, state program review process

The PCCUA Early Childhood program is a strong and effective it is supported the PCCUA administration. The faculty see the need for recruitment efforts and need to focus on this piece of weakness to keep the future of the program sustainable. There is a demand for the early childhood students. The improvement plan shall include recruitment activities.

The program has a very good curriculum and assessment process. The students are required to prove proficiency of the skills through the assessments, tests, assignments, and observations that are in the course curriculum syllabi.

APRIL 12, 2025



**PCCUA EARLY CHILDHOOD EDUCATION
DIVISION OF ARTS AND SCIENCES
THREE YEAR SELF-STUDY OF PROGRAM**

INSTRUCTORS: YVETTE ROBERTSON AND CHRISTI FREEMAN
DEAN: CAROL BIRTH

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All course numbers at PCCUA changed in the Fall of 2024; however, the course numbers used for the Self-Study are based on the numbers used from 2021-24. Therefore, the course numbers used in this document are not the 2024-25 course numbers. Pp. 30-34 lists descriptions of all course numbers with both the old and new numbers.

INTRODUCTION TO PCCUA'S EARLY CHILDHOOD EDUCATION PROGRAM

Introduction

Phillips Community College of the University of Arkansas (PCCUA) is a three campus, two-year, community college with a Board of Visitors. It is part of the University of Arkansas System and reports to the U of A Board of Trustees.

1. College History

In 1964, leaders from all parts of Arkansas became enthusiastic about the public community college concept and undertook the difficult task of amending the state's constitution to permit the development of a system of community colleges in Arkansas.

The official history of Phillips County Community College dates from two events in 1965: (1) Act 560 of the Arkansas State Legislature, which paved the way for establishing community colleges; and (2) an affirmative vote by the people of Phillips County on October 23, 1965, which provided the local financial support for the college.

The Board of Trustees was appointed by the Governor of the State and met for the first time on November 1, 1965, officially creating Phillips County Community College. The Board of Trustees decided that since construction of a new plant would take approximately two years, classes would begin in the Naval Reserve Building in Helena. The building served as home for Phillips County Community College for two years. In May, 1968, the first class was graduated. Construction of the permanent College facilities was also completed in 1968.

In March 1996, the people of Arkansas County passed a referendum to annex that county into the PCCC taxing district. The Board of Trustees changed the name of the college to Phillips Community College to reflect the multi-county support and began plans to expand the off-campus programs in Stuttgart. In June 1996, the State transferred the former Rice Belt Technical Institute in DeWitt to Phillips Community College, and on July 1, 1996, Phillips became a member of the University of Arkansas System.

Phillips Community College has always been a leader and innovator in higher education in Arkansas. The College has grown from an original enrollment of fewer than 250 students in 14 program areas to over 2,200 students in academic, occupational/technical, and continuing education programs. New programs are continually being researched and planned so that PCCUA will remain responsive to the needs and interests of the people of Eastern Arkansas and on the Grand Prairie.

2. College Mission, Vision, Values, and Core Competencies

MISSION

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

ENDURING VALUES

Phillips Community College respects the diversity of its student body and community. The College also recognizes the worth and potential of each student. Therefore, the College affirms the following beliefs and values:

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person

VISION

The PCCUA Strategic Plan is guided by a vision of what we want the college to be.

Imagine a college where...

Students begin planning a career or academic experience early in life.

High school students see it as a first choice for education and training.

Student admissions, registration, and enrollment is easy.

High quality teaching and learning experiences allow all students to succeed.

Exceptional programs and services meet the needs of the students, community, and region.

Barriers and obstacles which many students face are removed.

Exceptional state of the arts technology and distance learning infrastructure is provided.

The college is responsive to the needs of the community, even in times of crisis.

Economic development and industry training preparing students for the workforce is a priority.

Engaging in the lives of its students, employees, and community is integrated into learning and important.

The community views it as a partner, resource, and change agent.

Faculty and staff are provided with professional development, training opportunities, and a positive work environment so they can ensure the best instruction, support for learning, and services.

Imagine a college all people want to attend and where everyone wants to work..... that is the college we want to be.

CORE COMPETENCIES (STACC Skills)

Social and Community Responsibility-behavior that demonstrates adherence to legal/ethical standards established by society.

Technology Utilization-use of tools of the trade to achieve a specific outcome. A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

Analytical and Critical Thinking and Reasoning- *modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.*

A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Communication- *the interactive process through which there is an exchange of verbal and/or nonverbal information.*

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Cultural Competency- *Commitment to diversity, equity and inclusion within the context of cultural engagement and understanding. An acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed. We aspire to have graduates who are culturally and socially competent, possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.*

3. ECE History and Mission

In 1995, Phillips Community College of the University of Arkansas responded to the increasing community needs for the training of Head Start teachers and paraprofessionals to meet Head Start mandates and state licensing regulations. PCCUA applied to the Arkansas Department of Higher Education to offer course work in the field of early childhood education. The program focused on childcare workers, daycare centers and paraprofessionals working with young children.

The Early Childhood Department of PCCUA prepares individuals desiring to work in the field of early childhood by providing a variety of program options. PCCUA offers the Associate of Applied Science (AAS-1999), a Technical Certificate (2001), and the Certificate of Proficiency in Early Childhood Education (1996). Graduates from each of the degree programs become aware of the NAEYC child care practices, Arkansas Frameworks, and the Division of Early Care and Education of the Arkansas Department of Human Services quality standards. The program is designed to allow students to progress through the course work at their own pace with most classes being offered in the late afternoons, evenings and on weekends.

The core courses developed in the early years of the department remain a primary part of the curriculum, although modifications, alterations, and additions have occurred to improve the early childhood education certificate and degree requirements. Curriculum changes have reflected a shift in the training of students for articulation with other institutions in Arkansas. The last ECE Program Review was in 2014. As the Review is examined many program changes will be shared.

ECE Mission

The mission of the PCCUA Early Childhood Education is to prepare students to become highly qualified professionals in order to teach developmentally appropriate practices to young children. The goals of the program are to understand child development from birth to age 8, develop the ability to establish family and community collaboration, be aware of professionalism required to serve in early childhood environments, acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings.

It is our mission to provide students with the opportunity to develop the skills, practice and knowledge in order to become effective early childhood educators.

I. GOALS, OBJECTIVES, AND ACTIVITIES

1. Describe specific educational goals, objectives, and activities of the program

PCCUA Core Competencies

The five PCCUA core competencies are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

1. Social and Community Responsibility
2. Technology Utilization
3. Analytical and Critical Thinking and Reasoning
4. Communication
5. Cultural Competency

PCCUA Core Competency Goals

The PCCUA Early Childhood Education Program must train early childhood education teachers and providers (95% of the students in the program are employed ECE providers) to understand and apply theory related to how children learn, what is developmentally appropriate for them to learn, and when it is best for them to learn. This concept is often referred to as “best practice.” In addition to the Early Childhood Education competencies, the ECE Program emphasizes that the program is dedicated to assure that all students completing any level of achievement has been taught using the six identified PCCUA CORE competencies. The ECE Department has three levels of competency: Level I-AAS Degree, Level II-Technical Certificate, and Level III (CDA). **See Curriculum: Degree and Certificate Requirements, Pp. 8-11.**

The ECE Student Learning Outcomes were Reviewed February 17, 2023 as part of an assessment exercise related to the Division of Arts and Sciences. The Early Childhood Education program has the following CIP code: 13.1210 and the program goals and objectives were developed by instructors Yvette Robertson and Christi Freeman. The outcome of the review is provided below.

Program Description: The Early Childhood programs focuses on teaching children before they enter kindergarten which provides an essential need to communities that provide programs for these young children (Birth through Pre-K years). Students learn to work with children and their parents or caregivers. They develop an understanding of young children and the unique needs children have. They learn to provide developmentally appropriate environments and curriculum for children.

Program Student Learning Outcomes (SLOs)

These learning outcomes of the program are to:

1. Understand child development from birth to age 8
2. Develop the ability to establish family and community collaboration
3. Be aware of professionalism required to serve in early childhood environments

4. Acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings

Students will demonstrate the ability to use written and oral communication.

Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self –assessment, and evaluating the effects of their choices and actions on others.

Students will apply and utilize language appropriate materials for children’s emergent literacy development.

Students will develop and maintain positive partnerships with families and communities.

The PCCUA Core Competencies combined with ECE Objectives include the following.

Students will demonstrate the ability to use written and oral communication. *Use ECE appropriate writing and communication (children and parents)*

Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop. *Plan and implement using reasoning and problem solving skills*

Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices. *Acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings*

Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self –assessment, and evaluating the effects of their choices and actions on others. *Be aware of professionalism required to serve in early childhood environments.*

Students will apply and utilize language appropriate materials for children’s emergent literacy development. *Utilize appropriate ECE language*

Students will develop and maintain positive partnerships with families and communities.

Develop the ability to establish family and community collaboration

Instructors reviewed the SLO’s and determined these do not need to be modified and those listed are appropriate for the program.

2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

The ECE program is designed for a variety of early childhood occupations. It requires a general education foundation and offers a Certificate of Proficiency as a Child Development Associates,

a national recognized credential, a Technical Certificate which leads to an Associate of Applied Science degree (AAS). **Syllabi for the ECE courses are provided in Appendix A, Pp. 79-130.**

General Education courses required for the AAS in Early Childhood Education include the following courses:

EH 113 (ENGL 1013), Composition I; EH 123 (ENGL1023), Composition II; SP 243 (SPCH 2003), Fundamentals of Speech; PSY 213, General Psychology; SY 213 (SOCI 1013), Fundamentals of Sociology; SY 223, The Family, 3 math credits in one of the following math courses-MS 123 (MATH 1103), College Algebra MS 143, Technical Math or MS 193, or Quantitative Reasoning; CT 113 (CPSI 1003) Computer Information Systems or CT 153, Computer Operating Systems; Three hours of non-remedial electives are also required and EN 113, Introduction to Education is strongly advised.

The program encompasses broad areas; therefore, ECE courses are sometimes used in other majors as electives. EN 113, Introduction to Education is an elective in other majors and CT 153, Computers in Education is taken by students in other majors. Close examination of the ECE program reveals a strong social science component composed of the following courses: Psychology, Sociology, and the Family. ECE graduates need to understand social organization, communication, and the psychosocial framework of the family.

The entire ECE curriculum also produces a student possessing institutional core skills we refer to as our STACC Skills. Graduates ideally possess civic and social responsibility, demonstrate proficiency in technological utilization, apply analytical and critical thinking when problem solving, demonstrate verbal and written communication skills, and understand and appreciate cultural diversity. (See Appendix B: STACC Skills Pp. 130-131)

3. Document market demand and/or state/industry need for careers stemming from the program.

Early Childhood educators make less than other educators, work harder than most other providers, and are paid less than other instructors. Although there is a high demand for early childhood educators, in fact there is a shortage of providers so our graduates are assured of a job. Unfortunately, wages are low. The Occupational Outlook Handbook shows a 15% increase from 2016-2026. Child care workers earn In Arkansas, earn approximately \$13.45 per hour (\$27,980 annually). This is probably why there is such a shortage, especially in the Delta. No one doubts the value of the work child care providers do but they are sorely underpaid.

4. Document student demand for the program.

The PCCUA ECE program is smaller than it has been in the past, there are several students who desire to pursue this major but they often transfer to the AA General Education program to prepare for teaching. PCCUA encourages students wanting to major in any area of early childhood teaching to consider the ECE AAS. Not all general education students are prepared for the general education transfer degree or are able to do so.

II. CURRICULUM

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

Child Development Associate (CDA-Certificate of Proficiency)

This training provides students with the opportunity to develop knowledge and skills to pass the CDA Assessment and Competency Standards for Infant/Toddler, Preschool and/or Family Childcare Caregivers. The Child Development Associate Credential is awarded through the Council for Early Childhood Professional Recognition. This is a National Credential recognized in 49 states and the District of Columbia. The CDA total hours required is 17 credit hours.

Career Options:

- Childcare provider
- Daycare assistant
- Preschool assistant

Technical Certificate & Associate of Applied Science:

The Early Childhood Department of Phillips Community College prepares individuals desiring to work in the field of early childhood by providing a variety of program options. PCCUA offers the Associate of Applied Science (AAS), a Technical Certificate, and the Certificate of Proficiency in Early Childhood Education. Graduates from each of the degree programs become aware of the NAEYC child care practices, Arkansas Frameworks and the Division of Early Care and Education of the Arkansas Department of Human Services quality standards. The program is designed to allow students to progress through the course work at their own pace with most classes being offered in the late afternoons, even and on weekends. The Technical Certificate is 30 credit hours and the Associate of Applied Science is 60 credit hours.

Option II:

Students not currently working in a childcare facility may choose option 2 for Technical Certificate and Associate of Applied Science. Students would take Introduction to Education (EN 113) instead of Field Experience (ECD 1001) and Experience II (ECD 1101).

2. Provide an outline for each program curriculum, including the sequence of courses.

The courses must be taken in sequence because the program is designed to move from foundational to more advance course work. Typically, students can include general education. A review of the offerings each term reflects that student are able to enter the program in the fall and the spring. Students work with advisors to assure that they are able to enroll following the degree requirements shown in the guided pathway check-off. **See Table 1: Outline of Sequence for Course Offerings**

Table 1: Outline of Sequence for Course Offerings

Phillips County	Arkansas County
Fall ECD 1001 Field Experience I ECD 1103 Child Development ECD 103 Foundations of Early Childhood ECD 1003 Fundamentals of Child Care ECD 243 Infant/Toddler Curriculum ECD 263 Preschool Curriculum ECD 213 Child Guidance	Fall ECD-1001 Field Experience I ECD-1003 Fundamentals of Childcare ECD-1103 Child Development ECD-213 Child Guidance ECD-243 Infant/Toddler Curriculum ECD-263 Preschool Curriculum
Spring ECD 283 Future Perspectives ECD 293 Practicum ECD 1203 Application of Child Care ECD 1101 Field Experience II ECD 223 Math and Science for ECED ECD 253 Literacy and Language Arts Summer SY 223 The Family	Spring ECD-1101 Field Experience II ECD-1203 Application of Childcare ECD-103 Foundations of Early Childhood ECD-223 Math and Science for ECED ECD-253 Literacy and Language Arts ECD-283 Future Perspectives ECD-293 Practicum SY-223 The Family

3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

The following check-off sheets provide the degree and certificate requirements. These guided plans help students navigate the program requirements and assume control of their enrollment schedule. Intrusive advising plays a role in making sure students are enrolled in the right courses and helping the students stay on track.

Early Childhood Education

Degree Type Associate of Applied Science

Group I - English / Fine Arts – 6 Hours			
Course Code	Title	ACTS Course #	Credits
EH 113/ENGL 10103	Composition I	ENGL 1013	3
EH 123/ENGL 10203	Composition II	ENGL 1023	3
Group II - Social Science – 9 Hours			
Course Code	Title	ACTS Course #	Credits
PSY 213/PSYC 11003	General Psychology	PSYC 1103	3
SY 213/SOCI 21363	Fundamentals of Sociology	SOCI 1013	3
PSY 223/PSYC 21003	Human Growth and Development	PSYC 2103	3
Group III - Sciences and Math – 3 Hours			
Course Code	Title	ACTS Course #	Credits
MS 123/MATH 11003	College Algebra	MATH 1103	3
MS 143/MATH 10133	Technical Mathematics		3
MS 193/MATH 11103	Quantitative Reasoning	MATH 1113	3
Group IV - Physical Education – 3 Hours			
Course Code	Title	ACTS Course #	Credits
ECD 113/ECED 11053	Health, Safety & Nutrition		3
Group V - Computer Technology – 3 Hours			
Course Code	Title	ACTS Course #	Credits
EN 213/EDHP 21373	Computers in Education		3
Group VI - Required Courses – 35 Hours			
Course Code	Title	ACTS Course #	Credits
ECD 1001/ECED 20071	Field Experience I		1
ECD 1003/ECED 10143	Fundamentals of Childcare		3
ECD 1101/ECED 21061	Field Experience II		1
ECD 1103/ECED 14033	Child Development		3
ECD 1203/ECED 12003	Application of Childcare		3
ECD 103/ECED 10103	Foundations of Early Childhood Education		3
ECD 213/ECED 21053	Child Guidance		3
ECD 223/ECED 22053	Math & Science for ECED		3
ECD 243/ECED 24053	Infant/Toddler Curriculum		3
ECD 253/ECED 25053	Literacy and Language Arts		3
ECD 263/ECED 26053	Preschool Curriculum		3
ECD 283/ECED 28053	Future Perspectives		3
ECD 293/ECED 29053	Practicum		3

Approved Electives – 1 Hour			
Course Code	Title	ACTS Course #	Credits
SS 111/UNIV 11261	Student Success II		1
EN 113/EDHP 11373	Introduction to Education		3
Other Approved Electives			
Total Credits:		60	

Revised Date 8/18/2024

Early Childhood Education

Degree Type Technical Certificate

Group I

English / Fine Arts – 3 Hours

Course Code	Title	ACTS Course #	Credits
EH 1013/ENGL 10383	EH 1013 Basic Writing I		3

Group II - None Required

Social Science - 0 Hours

Group III

Sciences and Math – 3 Hours

- Any math course

Group IV

Physical Education - 3 Hours

Course Code	Title	ACTS Course #	Credits
ECD 113/ECED 11053	Health, Safety & Nutrition		3

Group V - None Required

Computer Technology - 0 Hours

Group VI - Required Courses

Course Code	Title	ACTS Course #	Credits
ECD 1001/ECED 20071	Field Experience I		1
ECD 1003/ECED 10143	Fundamentals of Childcare		3
ECD 1101/ECED 21061	Field Experience II		1
ECD 1103/ECED 14033	Child Development		3
ECD 1203/ECED 12003	Application of Childcare		3

Early Childhood Education

Degree Type Certificate of Proficiency

Group I - None Required

English / Fine Arts - 0 Hours

Group II - None Required

Social Science - 0 Hours

Group III - None Required

Science / Math - 0 Hours

Group IV - None Required

Physical Education - 0 Hours

Group V - None Required

Computer Technology - 0 Hours

Group VI

Childcare Training & Observation - 17 Hours

Course Code	Title	ACTS Course #	Credits
ECD 1001/ECED 20071	Field Experience I		1
ECD 1003/ECED 10143	Fundamentals of Childcare		3
ECD 1101/ECED 21061	Field Experience II		1
ECD 1103/ECED 14033	Child Development		3
ECD 1203/ECED 12003	Application of Childcare		3
ECD 113/ECED 11053	Health, Safety & Nutrition		3
ECD 103/ECED 10103	Foundations of Early Childhood Education		3

DIRECT ASSESSMENT PROGRAM ENTRANCE REQUIREMENTS

1. 18 years or older
2. Hold high school diploma or equivalent
3. Be able to speak, read, and write well enough to fulfill responsibilities
4. Sign a statement of ethical conduct
5. Must be employed as a lead caregiver in a group of at least 8 children ages 3-5 (10 children must be enrolled in the total program)
6. 480 hours of experience working with children ages birth to five years (within the last five years)

TRAINING PROVIDED

1. Minimum of 120 clock hours of formal CDA training (minimum of 10 hours each area):
 1. Safety health, and learning environment
 2. Physical and intellectual development
 3. Social and emotional development
 4. Developing interpersonal relationships
 5. Management of program operation
 6. Commitment to teaching and professionalism
 7. Observing and recording children's behavior
 8. Child growth and development
2. Observations on teaching site
3. Writing resume, portfolio, competency statements
4. All training necessary to pass the CDA Assessment
5. CPR for infants and children

FEES: A fee of \$350 is assessed for Early Childhood Field Experience I (ECD 1001/ECED 20071) and \$375 is assessed for Field Experience II (ECD 1101/ECED 21061).

For information, call Christi Freeman (870) 673-4201, ext. 1840 or Yvette Robertson Barnes at (870) 338-6474, ext. 1307.

Total Credits: 17

Revised Date 8/2024

4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

A review of Table 1 page 10 reflects the term courses are offered. It is important for a student to enroll in certain courses in the appropriate sequence to guarantee on time graduation. If a student misses the course, the instructors offer independent study options.

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.

Courses and objectives are listed in the table below. **Selected syllabi reflective of practice are provided as Appendix A, Pp.79-130.**

The course and program specific expected student learning outcomes and objectives are provided in the following series of goal tables.

Goal 1: Social and Community Responsibility

Level I: Social and Community Responsibility		100% of the students enrolled in the PCCUA ECE Program graduating with an AAS will demonstrate through their instructional behavior an adherence to the NAEYC Code of Ethics.
Competency	Focus Courses	Assessment Procedure
Students' behavior will demonstrate adherence to legal and ethical standards established by society.	ECD 1003 ECD 1103 ECD 1203 ECD 103 EN 213	Document through field observations, written assignments, case scenarios, interviews, and room rubrics the emotional development of all children. The skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students will demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice" and promote quality in child care services. Students will take advantage of opportunities to improve competence by attending professional development activities.
Level II: Social and Community Responsibility		100% of the students enrolled in the PCCUA ECE Program graduating with a Technical Certificate will demonstrate through their instructional behavior an adherence to the NAEYC Code of Ethics.
Competency	Focus Courses	Assessment Procedure
Students' behavior will demonstrate adherence to legal and ethical standards established by society.	ECD 1003 ECD 1103 ECD 1203 ECD 103 EN 213 ECD 263	Document through field observations, written assignments, case scenarios, interviews, and room rubrics the emotional development of all children. The skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students will demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice" and promote quality in child care services. Students will take advantage of opportunities to improve competence by attending professional development activities.
Level III: Social and Civic Responsibility		100% of the students completing a Certificate of Proficiency in ECE (CDA) will complete the Child Development Associate Assessment System and Competency Standards passing the CDA Assessment administered by the Council for Early Childhood Professional

		Recognition.
Competency	Focus Courses	Assessment Procedure
Students' behavior will demonstrate adherence to legal and ethical standards established by society.	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD 293 ECD 263	Prove through the portfolio and written competency statements the emotional development of all children. The skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students will demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice" and promote quality in child care services. Students will take advantage of opportunities to improve competence by attending professional development activities. Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA) Oral Exam (CDA)

Goal 2: Technology Utilization

Technology Utilization		95% of the students completing an AAS will complete the focus courses with a minimum of 70% in each course
Level I: Competency	Focus Courses	Criteria for Assessing Learning Outcomes
Students will use technology and the tools of the trade to achieve a specific outcome.	EN 213 ECD 1103	Students will demonstrate minimum proficiency using computers for accessing ECE information and for instructional use. Students will demonstrate application of new technologies by responses on tests, written assignments, and filed observations. Students will demonstrate knowledge in using special needs equipment such as Delta Talkers, Big Macs, and other new technology adaptive tools.

Technology Utilization		95% of the students completing an TC will complete the focus courses with a minimum of 70% in each course
Level II: Competency	Focus Courses	Assessment Procedures
Students will use technology and the tools of the trade to achieve a specific outcome.	EN 213 ECD 1103 ECD 283 ECD 293	Students will demonstrate minimum proficiency using computers for accessing ECE information and for instructional use. Students will demonstrate application of new technologies by responses on tests, written assignments, and filed observations. Students will demonstrate knowledge in using special needs equipment such as Delta Talkers, Big Macs, and other new technology adaptive tools.
Technology Utilization		95% of the students completing a Certificate of Proficiency in ECE (CDA) will complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition
Level III: Competency	Focus Courses	Assessment Procedures
Students will use technology and the tools of the trade to achieve a specific outcome	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD 293	Prove through the portfolio and written competency statements the skills related to a variety of factors which support the use of all available resources, including current technology to support and improve child care Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA) Oral Exam (CDA)

Goal 3: Analytical and Critical Thinking

Level I: Analytical and Critical Thinking & Reasoning		95% of the AAS students will have an average score of 70% or better on all written and oral material for all course work in focus classes and demonstrate applied behavior at the work site.
Competency	Focus Courses	Assessment Procedures
Students will demonstrate skills related to analyzing data, evaluating, setting priorities and predicting outcomes	ECD 213 ECD 243 ECD 253 ECD 243 ECD 233	Students will document proficiency in evaluating standardized tests, developing individualized lesson plans, appropriately placing students, and providing appropriate, including special education services, to children in their care. Additionally, students will demonstrate the skills related to planning appropriate children's activities, managing children's behavior, and dealing with ongoing problems related to environments for all children. Additionally, students demonstrate the ability to make decisions based on knowledge of early childhood theories and "best practice" This will be documented through the Behavior and Learning Matrix, a room rubric, written assignments, and a data collection score sheet for ECD objectives.
Level II: Analytical and Critical Thinking & Reasoning		95% of the TC students will have an average score of 70% or better on all written and oral material for all course work in focus classes and demonstrate applied behavior at the work site.
Competency	Focus Courses	Assessment Procedures
Students will demonstrate skills related to analyzing data, evaluate, setting priorities and predict outcomes	ECD 113 ECD 213 ECD 223 ECD 243 ECD 253	Students will document proficiency in evaluating standardized tests, developing individualized lesson plans, appropriately placing students, and providing appropriate, including special education services, to children in their care. Additionally, students will demonstrate the skills related to planning appropriate children's activities, managing

	ECD 283 ECD 293 ECD 233	<p>children’s behavior, and dealing with ongoing problems related to environments for all children. Additionally, students demonstrate the ability to make decisions based on knowledge of early childhood theories and “best practice”</p> <p>This will be documented through the Behavior and Learning Matrix, a room rubric, written assignments, and a data collection score sheet for ECD objectives.</p>
Level III: Analytical and Critical Thinking and Reasoning	95% of the students completing a Certificate of Proficiency in ECE (CDA) will complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition	
Competency	Focus Courses	Assessment Procedures
Students will demonstrate skills related to analyzing data, evaluate, setting priorities and predict outcomes	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 113 ECD 223	<p>Prove through the portfolio and written competency statements the skills related to planning appropriate children’s activities, managing children’s behavior, and dealing with ongoing problems related to environments for all children. Additionally, students demonstrate the ability to make decisions based on knowledge of early childhood theories and “best practice”</p> <p>Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA) Oral Exam (CDA)</p>

Goal 4: Communication

Level I: Communication	95% of the AAS students will have an average score of 70% or better on all written material for all course work.
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Competency	Focus Courses	Assessment Procedure
Students will exchange verbal and nonverbal information using standard English.	ECD 213 ECD 103 ECD 263 EN 213 SY 223	Application of English Department Standard applied to written papers, tests, and other written material. Analysis of oral presentations, observation during mandatory exit interview
Level II: Communication		95% of the students completing a Technical Certificate in ECE will have an average score of 70% or better on all written material for all course work.
Competency	Focus Courses	Assessment Procedure
Students will exchange verbal and nonverbal information using standard English.	ECD 1003 ECD 1103 ECD 213 ECD 103 ECD 263 EN 213 SY 223	Application of English Department Standard applied to written papers, tests, and other written material. Analysis of oral presentations, written case scenarios, score on the Behavior and Learning Matrix, completion of the Room Rubric
Level III: Communication		95% of the students completing a Certificate of Proficiency in ECE (CDA) will complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition
Competency	Focus Courses	Assessment Procedure
Students will exchange verbal and nonverbal information using standard English.	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD293	Demonstrate proficiency in record keeping, planning, reporting, and use of tools necessary for objective information gathering (child's learning plan). Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA Exam)

		Oral Exam (CDA Exam)
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Goal 5: Cultural Competency

Level I: Cultural Competency		95% of the AAS students will have an average score of 70% or better on all written and oral material for all course work in focus classes and demonstrate applied behavior at the work site.
Competency	Focus Courses	Assessment Procedures
Students will demonstrate though adult and child interaction a knowledge, attitude, and belief in diversity among several multicultural groups (age, ethnicity, gender, special needs, etc.).	SY 233 EN 213 ECD 1003 ECD 1103 ECD 103 ECD 263	Written assignments, class presentations, cooperative learning activities Demonstrates through written assignments, tests, class presentations, curriculum maps, room rubrics, field observations, and exit interview that the student helps each child feel accepted in the group, helps children learn to get along with others, and encourages a feeling of mutual respect among children.

Level II: Cultural Competency		<u>95% of the students completing a Technical Certificate in ECE will have an average score of 70% or better on all written material for all course work.</u>
Competency	Focus Courses	Assessment Procedures
Students will demonstrate though adult and child interaction a knowledge attitude and belief in diversity among several multicultural groups (age, ethnicity, gender, special needs, etc.)	SY 233 EN 213 ECD 1003 ECD 1103 ECD 163 ECD 103	Written assignments, class presentations, cooperative learning activities Demonstrates through written assignments, tests, class presentations, curriculum maps, room rubrics, field observations, and exit interview that the student helps each child feel accepted in the group, helps children learn to get along with others, and encourages a feeling of mutual respect among children.

Level III: Cultural Awareness		95% of the students completing a Certificate of Proficiency in ECE (CDA) will complete the Child Development Associate Assessment System and Competency Standards and pass the CDA Assessment administered by the Council for Early Childhood Professional Recognition
Competency	Focus Courses	Assessment Procedures
Students will demonstrate though adult and child interaction a knowledge attitude and belief in diversity among several multicultural groups (Age, ethnicity, gender, special needs, etc.)	ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD 293	Prove through the portfolio and written competency statements the skills related to a variety of factors which support the social and emotional development of all children. Written Competency Statements (CDA Exam) Autobiography (CDA Exam) Portfolio (CDA Exam) Analysis of oral case scenarios Written Exam (CDA Exam) Oral Exam (CDA Exam)

PCCUA Core Competency Goals

ECE Goals, Objectives and Competencies

The PCCUA Early Childhood Education Program must train early childhood education teachers and providers (95% of the students in the program are employed ECE providers) to understand and apply theory related to how children learn, what is developmentally appropriate for them to learn, and when it is best for the children to learn. This concept is often referred to as “best practice.” There is no one “best practice” because care and teaching for children is always related to the environment and curriculum. Certain learning outcomes will always overlap; however, careful reading of the SLO’s reflect the significance of environmental and curriculum needs of children while trying to teach PCCUA students how to provide the highest quality of care/teaching.

GOAL I: Students will demonstrate the ability to use written and oral communication.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Students will: Write six grammatically correct competency goals based on the thirteen functional areas Incorporate Internet and library research in the students writing and reading assignments. Write a grammatically correct essay. Demonstrate appropriate oral communication skills in the following interactions: teacher to director, teacher to teacher, teacher to child, teacher to parent.	ECD1003, 1203 ECD 1001, 1101 All ECD courses All ECD courses ECD 233 ECD 283 ECD 293	Portfolio Competency Goals Field Observations Assignments Practicum Exams Oral presentations Case Scenarios Field Observations Simulated Parent Conferences	86% 86% 86%	

GOAL II: Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Students will:				
Develop activities and respond to situations that promote physical development.	ECD 1003, 1103,1203 ECD 243, 253 ECD 263, 103 ECD 113	Portfolio Lesson Plans Case Scenarios	86%	
Provide a nurturing supportive environment that promotes and supports social and emotional development.	All ECD courses	Field Observation Lesson Plans	86%	
Plan and implement meaningful cognitive activities facilitated by play, interaction, and child-initiated discovery.	All ECD courses	Field Observations Exams Case Scenarios Lesson Plans	86%	

GOAL III: Students will be able to demonstrate and apply principles of child development and learning theory in the areas of (physical, social, emotional, cognitive, and aesthetics) development.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
<p>Students will:</p> <p>Plan and implement activities that strengthen children's sense of competence and provide engaging activities which build on prior knowledge and allow the child to succeed from "their point of view." (NAEYC</p>	All ECD courses	<p>Field Observation Resource Notebook Rubric for Floor Plan Case Scenarios Practicum Instrument Instructional and Field Reliability</p>	86%	

GOAL IV: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
<p>Students will</p> <p>Plan and use a variety of methods to encourage children's social, emotional, aesthetic, and cognitive development.</p>	<p>All ECD courses</p> <p>All ECD courses</p>	<p>Field Observation Lesson Plans Practicum Instrument Instructional and Field Reliability</p>	<p>86%</p> <p>86%</p>	
<p>Use varying developmentally appropriate methods of</p>	<p>ECD 1001, 1101 ECD 1003, 1103, 1203</p>	<p>Field Observation Lesson Plans</p>	86%	

instruction including play, small group, teacher-directed, and child-directed activities.	ECD 253 ECD 293 ECD 233			
Develop and implement an integrated curriculum that focuses on children culturally diverse needs, and interests.	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 223 ECD 233 ECD 243 ECD 253 ECD 263 ECD 293	Lesson Plans Field Observation	86%	
Create, evaluate, and select developmentally appropriate materials, equipment,	All ECD courses	Field Observations Lesson Plans Practicum Instrument Instruction and Field Reliability Field Observations Room Rubric	86%	
Create and evaluate developmentally appropriate environments.				

GOAL V: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Students Will: Adapt strategies and environments to meet the needs	ECD 1001, 1003 ECD 1203 ECD 103 ECD 223	Field Observation Case Scenarios	86%	

of children with disabilities, developmental delays, or special abilities.	ECD 233 ECD 243 ECD 253 ECD 263 ECD 293	Field Observation CDA Practicum Instructional and Field Reliability Rater	86%	
Create and evaluate physical settings, schedules, routines, and transitions which reflect an understanding of their impact on children's learning	ECD 1001, 1101 ECD 1003, 1103 ECD 1203 ECD 243 ECD 263	Field Observations Competency Statements	86%	
"Establish and maintain physically and psychologically safe and healthy learning environments for children." (CDA)	ECD 1001, 1003 ECD 1103, 1203 ECD 103, 113 ECD 243, 263			

GOAL VI: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Students will: Demonstrate competency to observe, record, and document children's work.	All ECD courses	Field Observation	86%	
Document systematic observations and record conversations and interviews	ECD 1001, 1101 ECD 1003, 1103, 1203, ECD 253 ECD 253, ECD	Field Observation Practicum Instructional and Field Reliability Rater	86%	

with and among children.	263 ECD 93	Field Observation Practicum Instructional and Field Reliability Rater	86%	
Use a variety of tools to represent children's work (artwork, stories etc.)	ECD 223, 253 ECD 263 ECD 233	Lesson Plans Field Observations Practicum Instructional and Filed Reliability Rater	86%	
Recognize the diversity of learners and differences of styles and rates of learning.	All ECD courses All ECD courses		86%	
Assess children's strengths and abilities in positive and non-threatening manners.		Field Observation		

GOAL VII: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Students Will	All ECD courses	Field Observation Practicum Instructional and Field Reliability Rater Room Rubric	86%	
Demonstrate the ability to create a developmentally appropriate environment ensuring the accessibility of materials and appropriate room arrangement (large group area and interest areas.)		Lesson Plans	86%	

Incorporate knowledge and strategies for multi-disciplinary teaching	All ECD courses	Field Observations		
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GOAL VIII: Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self –assessment, and evaluating the effects of their choices and actions on others.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Students Will				
Demonstrate an awareness of and commitment to the professional code of ethical conduct. (NAEYC)	ECD 1001, 1003 ECD 1103, 1203 ECD 103, 233 ECD 283, 293	Portfolio	86%	
Demonstrate an understanding of the history, philosophy, and foundation of early childhood education.	ECD 1003, 1103 ECD 103, 243, 263	Competency Statements Case Scenarios Exams	86%	
Affiliate with a professional organization and or participate in continuing education and training	ECD 1001, 1101 ECD 1003, 1203 ECD 103, 283	Proof of Membership Documentation of Continued Education Units or Credits	86%	

GOAL IX: Students will apply and utilize language appropriate materials for children’s emergent literacy development.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req’d	Use of Results
Students Will:	All ECD courses	Bibliography Field Observation Lesson plans	86%	
Demonstrate the ability to select “appropriate” literature for young children.	All ECD courses	Field Observation Practicum Instrument Instructional and Field Reliability Rater	86%	
Create an environment that promotes a broad range of print-rich materials and experiences.	All ECD courses	Field Observations Lesson Plans	86%	
Develop activities that support literacy development.	ECD 1001, 1101 ECD 1003, 1203 ECD 103, 223 ECD 243, 253 ECD 263	Field Observations Room Rubric Lesson Plans	86%	
Demonstrate the ability to create multi-disciplinary interest areas that can be used to support literacy development.	ECD 1101, 1003 ECD 1203, 103 ECD 233, 243 ECD 253, 263,	Bibliography Field Observations Parent Questionnaire		
Affirm and respect cultural differences which support, and promote anti-bias approaches through literature.				

GOAL X: Students will develop and maintain positive partnerships with families and communities.

Student Learning Outcome	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results Req'd	Use of Results
Student Will	SY 223 All ECD courses	Parent Questionnaires	86%	
Develop strategies for working with families.	ECD 1001, 1101 ECD 1003, 1103 ECD 1203, 103	Parent Questionnaires Field Observations	86%	
Demonstrate the ability to promote parent play interaction and reading.	SY 223 ECD 223, 243 ECD 253, 263	Field Observations Parent Questionnaires	86%	
Demonstrates sensitivity to varying family structures and diverse cultures.	SY 223 ECD 1003, 1203 ECD 103, 233	Field Observations Portfolio	86%	
Link families to external resources such as Child and Family Services.	ECD 1001, 1101 ECD 1003, 1103 ECD 120 SY 223			

6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

a. Curriculum Change Process

New programs, courses, modifications and deletions are initiated at the department or division level with faculty suggestions and recommendations. Faculty evaluates and discusses curriculum changes and submits recommendations to the division dean. These proposed changes are routed through a Curriculum Change Form, located in **Appendix C: Curriculum Change, Pp. 134-135** to the Curriculum Committee of the Faculty Senate. Changes are then presented to the Instruction and Curriculum Committee for approval and inclusion in the college catalog and website. The Instruction and Curriculum Committee is a standing committee led by the Vice Chancellor for Instruction, and committee members include division deans, department chairs, Faculty Senate President, Senate representatives, and functional area supervisors. Specific procedures for adding, deleting, or modifying a course are listed in the PCCUA Policy Manual under Administrative Procedure 420.02: Procedures for Adding and Deleting Courses. (See **Appendix D: Administrative Procedure 420.02: Procedures for Adding and Deleting Courses Pp 136-138**).

b. New Course Proposals

The PCCUA Board Policies and College Procedure Manuals are very specific regarding the procedure to be followed for new course proposals as outlined in Administrative Procedure 420.02 (See **Appendix D: Administrative Procedure 420.02 Procedures for Adding or Deleting Courses, Pp 136-138**). This procedure is tied to PCCUA Board Policy 420: Curriculum Management Policy.

**7. List courses in the proposed degree program currently offered by distance delivery.
Early Childhood Education courses are hybrid or face to face. Course list provided.**

ECD 103/ECED 10103: Foundations of Early Childhood Education

Lecture Hours 3 Credits 3

This course is designed to acquaint the student with the historical roles of families in their child's development. The student will become familiar with the theories supporting Early Childhood Education and learn how to develop an effective program designed uniquely for children (**ages birth to 8**). The students will also obtain knowledge of state and federal laws pertaining to the care and education of young children.

ECD 113/ECED 11053: Health, Safety & Nutrition

Lecture Hours 3 Credits 3

This course is designed to provide the student with a broad knowledge base to design an early childhood education program that will meet the needs for children. It will provide the opportunity for students to design environments that are physically and emotionally secure. Further, students will plan and implement activities that are age, stage, and culturally appropriate for children from birth to five years. The framework for this course is based on the guidelines established by the Council for Early Childhood for Professional Recognition. Students will also examine the impact of multiculturalism on child development.

ECD 181/ECED 18051: Management Practice for Child Care Centers**Lecture Hours 1 Credits 1**

Management regulations and competencies will be examined. Issues relating to managing personnel, finances, and other variables in a child care center will be included in this study. Legal issues which apply to or affect early childhood care centers will be discussed.

ECD 201/ECED 2005: CDA Renewal/Running and Maintaining a Daycare Business**Lecture Hours 1 Credits 1**

Designed for students seeking CDA renewal. This class reviews the paperwork and documentation required to maintain family daycare and preschool programs. Various legal concerns will be examined.

ECD 213/ECED 21053: Child Guidance**Lecture Hours 3 Credits 3**

This course relates principles of child development to appropriate methods of guiding children's behavior for children Birth through Pre-kindergarten, including children with special needs. Techniques for managing groups of children in the various childcare settings are practiced.

Prerequisites [ECD 1103](#)/ECED 14033 or departmental approval.

ECD 223/ECED 22053: Math & Science for ECED**Lecture Hours 3 Credits 3**

This course will introduce students to a variety of age appropriate concepts and methods in mathematics and science. Students will develop activities, make or obtain manipulatives; plan and practice developmentally appropriate experiences that meet standards recognized by NAEYC, NCTM and others.

Prerequisites [ECD 1103](#)/ECED 14033 or departmental approval.

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ECD 243/ECED 24053: Infant/Toddler Curriculum**Lecture Hours 3 Credits 3**

This course is based on the foundation of research in child development and focuses on planning and implementing enriching environments with appropriate interactions and activities for young children (birth through two) including those with special needs, to maximize physical, cognitive, communication, creative, language/literacy, and social/emotional growth and development.

Competencies are based on Standards developed by the National Association for the Education of Young Children for quality early childhood settings. Also covered: 1) Information on the Quality Approval process and Accreditation for Early Childhood settings in Arkansas, now called *Better Beginnings* and 2) Arkansas Child Development and Early Learning Standards: Birth through 60 Months.

Prerequisites [ECD 1103](#)/ECED 14033 or departmental approval.

ECD 253/ECED 25053: Literacy and Language Arts**Lecture Hours 3 Credits 3**

This course is designed to make the early childhood educator aware of the acquisition of language and how to provide children **birth through pre-kindergarten, including children**

with special needs with language rich environments by incorporating the four areas of language: speaking, listening, writing and reading.

Prerequisites [ECD 1103/ECED 14033](#) or departmental approval.

ECD 263/ECED 26053: Preschool Curriculum

Lecture Hours 3 Credits 3

This course is based on the foundation of research in child development and focuses on planning and implementing enriching environments with appropriate interactions and activities for young children (three through 5) including those with special needs, to maximize physical, cognitive, communication, creative, language/literacy, and social/emotional growth and development.

ECD 283/ECED 28053: Future Perspectives

Lecture Hours 3 Credits 3

This course introduces students to current research in the field of early childhood education. Students will develop a knowledge base of the NAEYC Code of Conduct through analyzing case studies designed to demonstrate competencies compatible with current research and practice, development of a professional portfolio to demonstrate competencies in the skills relating to the NAEYC Associate Degree Standards.

Prerequisites [ECD 1103/ECED 14033](#) or departmental approval.

ECD 293/ECED 29053: Practicum

Lecture Hours 3 Credits 3

Students must be employed or volunteer in a licensed childcare facility to apply the knowledge acquired and skills learned in previous coursework. Observation of the student's work and evaluation of student skills are conducted by instructors following the NAEYC Associate Standards. Students must demonstrate competency in all areas observed and complete a minimum number of clock hours, determined by the institution, of observation and work experience with children birth to five. An emphasis will be on the observation of physical, cognitive, language, social and emotional development in connection with previous courses.

Prerequisites [ECD 1103/ECED 14033](#) or departmental approval.

ECD 1001/ECED 20071: Field Experience I

Credits 1

This course provides practical field experience in the methods of early childhood education, the use of early childhood education materials, and the application of the six competency goals and thirteen functional areas of child development. A fee of \$350 will be assessed to this course.

Corequisites

Enrollment in [ECD 1003/ECED 10143](#)

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ECD 1003/ECED 10143: Fundamentals of Childcare

Lecture Hours 3 Credits 3

This course is designed to acquaint the student with the historical roles of families in their child's development. The student will become familiar with the theories supporting early childhood education and learn how to develop an effective program designed uniquely for children (**ages**

birth to eight). The students will also obtain knowledge of state and federal laws pertaining to the care and education of young children.

Corequisites

Enrollment in ECD 1001/ECED 20071

ECD 1101/ECED 21061: Field Experience II

Credits 1

Students will apply methods of Early Childhood Education, use materials designed for children, and develop an early childhood curriculum guide for use in the classroom. A fee of \$375 will be assessed to cover this course.

Corequisites

Enrollment in ECD 1203/ECED 12003

ECD 1103/ECED 14033: Child Development

Lecture Hours 3 Credits 3

The study and recognition of maturational and environmental factors in children's growth and development. An emphasis on cognitive language, sensorimotor, and physical development in children from birth to six years of age will be examined in this course.

ECD 1203/ECED 12003: Application of Childcare

Lecture Hours 3 Credits 3

This course is designed to provide the student with a broad knowledge base to design an early childhood education program that will meet the needs for children. It will provide the opportunity for students to design environments that are physically and emotionally secure. Further, students will plan and implement activities that are age, stage, and culturally appropriate for children from birth to five years. The framework for this course is based on the guidelines established by the Council for Early Childhood for Professional Recognition. Students will also examine the impact of multiculturalism on child development.

Corequisites

Enrollment in ECD 1101/ECED 21061

The Family (SY 223/SOCI 22363)

Course Description: The Family, SY 223, is a study of the development of family, courtship, mate selection, and adjustment to problems in marriage. Emphasizes factors influencing the organization and disorganization of the family.

Future Perspectives (ECD-283/ECED 28053)

Course Description: This course introduces students to current research in the field of Early Childhood education. Students will develop a knowledge base of the NAEYC Code of Conduct through analyzing case studies designed to demonstrate competencies compatible with current research and practice, development of a professional portfolio to demonstrate competencies in the skills relating to the NAEYC Associate Degree Standards.

Practicum (ECD-293/29053)

Course Description: Students must be employed or volunteer in a licensed childcare facility to apply the knowledge acquired and skills learned in previous coursework. Observation of the

student's work and evaluation of student skills are conducted by instructors following the NAEYC Associate Standards. Students must demonstrate competency in all areas observed and complete a minimum number of clock hours, determined by the institution, of observation and work experience with children birth to five. An emphasis will be on the observation of physical, cognitive, language, social and emotional development in connection with previous courses.

8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

PCCUA offers a wide variety of distance learning courses, as well as a number of programs which are available totally in a distance learning format. The majority of the distance learning courses are web-based; however, the College delivers a few courses via interactive video technologies. Distance learning courses maintain the same integrity as traditional courses, but provide the course instruction in an alternate format. Students are encouraged to complete an orientation to distance learning prior to beginning any of the College's web-based courses.

To enroll in any online course, you must contact your advisor or Bennie Fonzie, bfonzie@pccua.edu by email. If communicating via email, you must include your name, student ID, and the online course name and number. If you do not receive a response within two business days, you are not enrolled in the class, and you should contact your advisor or the Admissions Office at (870) 338-6474, ext. 1336.

PCCUA online courses require students to take at least one (1) proctored exam. A proctored exam is taken on campus with a test supervisor. It is the responsibility of the student to schedule an appointment for proctoring or make arrangements for proctoring at an approved testing site prior to their course testing period. All students are required to show a photo ID for verification purposes prior to testing.

Acceptable testing sites for most courses include:

- Directors of educational services at universities, correctional institutions, or the armed services
- Certified librarians in a supervisory position
- Delegated officials of a college or university testing center
- Officer of the US Embassy or consulate

If a student needs to schedule a proctored exam on one of our campuses, that student can email:

Helena: Bennie Fonzie at bfonzie@pccua.edu

DeWitt: Shawanna Wansley at swansley@pccua.edu

Stuttgart: LaTonya Larkin at llarkin@pccua.edu

III. PROGRAM FACULTY

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions

granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

Table 2: Early Childhood Education Faculty Qualifications

Academic Qualifications-Abbreviated Resume	
Instructor	Degree
Christi Freeman Early Childhood Instructor Year Hired: 2023 See resume, Appendix E: Resume Pp. 138-140.	M.ED. (Early Childhood/Special Education) Arkansas State University B.A. (Elementary Education) University of Arkansas at Monticello
Robertson, Yvette Early Childhood Director Year Hired: 1998 See resume, Appendix E: Resume Pp. 141-142.	Ed.S. (Elementary Education) Delta State University M.Ed. (Elementary Education). Delta State University B.S.E. (Elementary/Early Childhood Education) Arkansas State University

Professional Development

Christi Freeman

May 2024

“Reflecting on Professional Practice”- Jackie Dean

“Reflecting on Course Design”- Jackie Dean

April 2024

WorkDay Faculty: Teaching Schedules and Course Rosters

March 2024

Workday: Advising and Registration Navigating Workday (Video)

- Workday Student Fundamentals

Feb. 2024

“Unleashing Passion,

Purpose, and Performance

in Younger Generations”- Mark Perna at Stuttgart GPC

Nov. 2023

- Child Abuse: Mandatory Reporting
- Duty to Prevent Violence
- Building Supportive Communities: Clery Act and Title IX
- Child Abuse: Mandatory Reporting
- FERPA: Family Educational Rights and Privacy Act
- Data Security & Privacy

August 2023

“Opioid Awareness,” Ashley Harden

Yvette Robertson

Arkansas Early Childhood Association Conference

The National Association for the Education of Young Children Webinar “CDA 2.0

Webinar “Overview of the CDA Credentialing Process – Prepare, Apply, Demonstrate”

Webinar “Investing in Early Childhood Education Careers”

Webinar “Essentials through an Equity Lens”

Workshop on “Culturally Responsive Teaching”

Workshop on “Introduction to Blackboard”

Workshop on “Quiz Management”

Workshop on “Zoom Basics”

Workshop on “Nearpod”

Workshop on “Introduction to Workday learning”

Workshop on “Learning basics of entering time off”

Workshop on “Workday training and time off”

Workshop on “Employee self-service”

Overview of workday financial workshop on “Creating and Editing Assignments in Blackboard

management

Workshops on “**Workday fundamentals**”

1. WD01-Core concepts
2. WD02- Features and navigation
3. WD01-Finding information
4. WD04 - Introduction to reports

Workshop on “Getting Started with Learn Ultra”

Workshop on “Creating Dynamic Content”

Workshop on "Reflecting on Professional Practice"

Workshop on "Reflecting on Course Design"

Workshop on "Best Practices for Online Courses"

2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

Adjunct faculty are required to possess the same qualifications full time faculty are expected to have. Full time faculty are expected to have a master degree in Early Childhood Education. Adjunct Faculty who are hired to have oversight of a student in the practicum must have a degree higher than the program in which that faculty member serves as a practicum facilitator. The ECE program does employ adjunct faculty. The program hires individuals working in the community with appropriate credentials as adjunct instructors. Any adjunct faculty hired must meet the Higher Learning Commission (HLC) Faculty Qualification Standards. Faculty teaching courses must have a minimum of a bachelor's degree in early childhood education or a related field. However, the college prefers to hire faculty with a masters in early childhood education or a related field. At this time, all faculty have the preferred degree and there are no adjuncts teaching.

3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

PCCUA conducts an orientation program for all new employees at the beginning of their employment. The purpose of the orientation is to welcome the employees and introduce them to the college environment. Each employee and employee supervisor is given a new employee checklist, which must be completed in two to three weeks after the hire date. Resources for PCCUA employees are the PCCUA Policy Manual, which outlines written procedures and policies and is available in Web Advisor and the Faculty Handbook. Responsibilities of faculty members regarding teaching loads, office hours, evaluation, and other academic issues are also included in the policy manual. The PCCUA Faculty Evaluation system provides feedback from students, peers, and dean for the faculty member to use in improving performance. Faculty members are evaluated each semester by students through a student evaluation and annually by peers and dean through a teaching portfolio, which documents teaching effectiveness, college service, professional growth, and community service. During the annual faculty evaluation conferences, the dean and faculty members review student evaluations and portfolio evaluation findings to identify ways to improve teaching effectiveness and methodologies. (See **Appendix F: New Faculty Checklist and Orientation, Pp. 143-144**).

An orientation is held for adjunct instructors that includes a technology introduction so that the instructors can access email, class rosters and grading information. At that time, the instructors are given an employee handbook that includes attendance policies, security information and syllabi templates. After their first semester of instruction, they take part in the student evaluation process and are monitored by division chairs (See **Appendix G: AP 364: Faculty Work Schedule, Teaching Load, Summer Course Determination Pp. 145-149**).

Faculty are evaluated in 3 ways: 1) Student evaluation of instruction, 2) portfolio evaluation by two faculty, 3) dean evaluation of portfolio. Once the evaluation is completed the dean reviews the outcome with the faculty member. Instructional delivery and instructional design are the core components of the PCCUA Faculty Performance Review. Instructional delivery assessment is measured by student evaluation of the faculty. Each faculty member selects two classes with a minimum enrollment of 20 (if possible) for evaluation at the beginning of each semester. Students enrolled in the two classes are one source of the faculty member's evaluation. Instructional design assessment is measured based on peer and division dean perceptions of faculty performance. The portfolio is used to display primary artifacts which document work which include syllabi, student learning objectives, demonstrations of instruction and assessment. College service, community service, and professional development activities are also a focus of this portion of the review. One peer reviewer, division dean or chair (depending on the division) and a faculty member who is assigned by the Faculty Association are selected to review the portfolio (3 reviewers). Criteria used for the review include grades, reports, student documentation, and other evidence. In addition, classroom management resources are used to evaluate course management. Faculty who dispute assessment outcomes provided by any or all of the reviewers may appeal the outcome of the evaluation. The process allows the Faculty Evaluation Appeal Committee to hear appeals and makes recommendations about appeal outcomes to the Vice Chancellor for Instruction. The final decision about whether to accept or reject the appeal rests with the Vice Chancellor for Instruction.

4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

Faculty teaching full-time in the secondary center are required to teach four classes or 12 credit hours per semester. However, most of the faculty teach an additional course which means they teach 15 credit hours. Part-time faculty are allowed to teach two courses per semester; however, most part-time instructors elect to teach one course each term.

A standard contract for faculty members in the early childhood education requires each faculty member to teach 15 hours a week. On average, each instructor teaches five three credit courses a semester. In addition to the standard teaching contract, instructors are often assigned overload courses per semester. Overload courses are classes that instructors teach beyond their standard contract. Faculty members receive additional compensation for teaching overload courses.

Summer courses are also available to faculty members. If the college has enrollment and the faculty member chooses to teach during the summer, these courses are not considered part of the standard teaching contract. Typically, faculty members will teach two-three credit courses during the summer. These courses have a different contract that compensates the faculty member at a rate of 7.5% of his or her teaching contract per three-hour course. If a faculty member teaches more than two classes during the summer, he or she will receive the regular overload rate of \$550.00 per credit hour. Definition of course load can be found in Board Policy and

Table 3: Faculty Courses Taught			
Yvette Robertson		Christi Freeman	
Fall ECD 1001 Field Experience I ECD 1103 Child Development ECD 103 Foundations of Early Childhood ECD 1003 Fundamentals of Child Care ECD 243 Infant/Toddler Curriculum ECD 263 Preschool Curriculum ECD 213 Child Guidance		Fall ECD-1001 Field Experience I ECD-1003 Fundamentals of Childcare ECD-1103 Child Development ECD-213 Child Guidance ECD-243 Infant/Toddler Curriculum ECD-263 Preschool Curriculum	
Spring ECD 283 Future Perspectives ECD 293 Practicum ECD 1203 Application of Child Care ECD 1101 Field Experience II ECD 223 Math and Science for ECED ECD 253 Literacy and Language Arts Summer SY 223 The Family		Spring ECD-1101 Field Experience II ECD-1203 Application of Childcare ECD-103 Foundations of Early Childhood ECD-223 Math and Science for ECED ECD-253 Literacy and Language Arts ECD-283 Future Perspectives ECD-293 Practicum SY-223 The Family	

Note: EDHP 11373-Intro to Education is used as a substitute course.

IX. PROGRAM RESOURCES

1. Describe the institutional support available for faculty development in teaching, research, and service.

Faculty are encouraged to attend professional meetings, workshops, conferences, and other events that promote professional growth as funding is available. Each department has a budget for faculty travel. These funds are used for meetings and other activities within driving distance of our campuses. If a department has spent its allotted budget or if additional funds are needed, a request may be made to the division chair or dean. The additional money may be available through the faculty development fund. The money in this fund is allocated to divisions based on the number of full-time instructors. The Vice Chancellor for Instruction is responsible for administering the funds to each division. Faculty Senate and college professional staff at PCCUA work diligently to provide seminars, webinars, and workshops for professional development within the campuses. PCCUA is committed to professional growth for faculty.

(See Appendix H1: BP 367: Professional Growth of Faculty Members, Pp.150-151).

2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

The academic excellence of a college is largely dependent upon the level of excellence of the faculty. The maintenance of high standards for employment at Phillips Community College in a faculty appointment is essential. Equally important is professional growth of the faculty member after employment.

In order to maintain the highest standards of instructional excellence, the Board expects all faculty members at Phillips Community College to continue their professional growth.

The Chancellor establishes processes and procedures to promote professional growth of faculty members identified in Administrative Procedure 367.01: Professional Growth of Faculty Members (See Appendix H2: AP 367.01 Professional Growth of Faculty Members, Pp.152).

Faculty members are expected to continue their professional growth. This growth may be accomplished in various ways, including the following.

1. Taking additional graduate courses.
2. Working in a professional organization.
3. Participating in the in-service training programs.
4. Learning applicable, discipline-specific work experience.
5. Conducting additional research and study.
6. Participating in community service activities.

The identification and implementation of innovative approaches to faculty and staff development will remain a high priority at Phillips Community College. Standing and ad hoc faculty/staff committees will address this important topic.

Pursuing Continuing Education beyond the Master's Degree:

Faculty members pursuing continuing education may earn increased compensation. A written request from a faculty member must initiate this process and must precede course enrollment or internship participation. Approval will not be given for enrollment or participation after-the-fact.

Additional compensation will not be granted for the completion of undergraduate credits. However, if the institution requires a faculty member to take courses at the undergraduate level, the institution will pay the tuition for such courses up to a maximum of 12 credits. The amount of tuition support provided will not exceed the maximum appropriate tuition charged by state universities (Arkansas) for a resident student. (See Appendix H2: AP 367.01 Professional Growth, Pp. 152).

In addition to tuition support, the College will provide salary support at the currently contracted level, on a pro-rated basis, for employees required to enroll in coursework (graduate or undergraduate) and/or participating in training that has been required by the College. Normal

travel costs (transportation, lodging, and meals) not to exceed allowable maximums will also be provided for required coursework and training.

Continuing education that is required by the College will be initiated by the Vice Chancellor for Instruction and the College Chancellor.

Options for pursuing Advanced Degrees

Procedures for faculty members pursuing advanced degree include:

1. Faculty members completing master's degrees will receive a ten percent (10%) increase in base pay, those completing a specialist's degree (masters plus 30 hours) will receive a seven-point five percent (7.5%) increase, and those completing a doctorate degree, a seven-point five percent (7.5 %) increase. In the event that a faculty member skips the specialist's level and earns a doctorate, he/she will receive compensation for both levels, which would be fifteen percent (15%). Faculty members planning to pursue advanced degrees should make their intentions known by filing a degree plan with the Vice Chancellor for Instruction prior to pursuing the degree.
2. Only earned degrees, from regionally accredited institutions of higher learning, within the faculty member's discipline, departmental curriculum and/or approved related area will be approved for salary advancement.
3. Faculty members earning advanced degrees outside of their teaching field will not be rewarded with salary advancement except in those rare cases when faculty members are required by the College to continue their education in different fields in order to meet anticipated college needs.

Faculty are encouraged to attend workshops and other professional development activities if funds are available. Permission to attend conferences and workshops is required. The College Professional Development funds are a primary resource for this. PCCUA has an In-Service four times a year: The first day of the Faculty Reporting Day in August and January. There are two workdays set aside as In Service: one is in October, the other is in February.

In addition, the college has three days per year set-aside for professional development. Examples of this kind of development are provided on the schedule Chart 4: In-Service Professional Development Schedule.

Chart 4: Professional Development Schedules

SPRING 2024 PROFESSIONAL DEVELOPMENT				
DATE	TIME	TRAINING	ZOOM LINK/LOCATION	PRESENTER(S)

04/05/24	9:00 am	Artificial Intelligence and ChatGPT	Zoom Link: https://pccua.zoom.us/j/86416463984	Cindy Grove Charlotte Purdy
05/3/24	9:00 am	Nearpod	Zoom Link: https://pccua.zoom.us/j/82136714812	Christina Garner
FALL 2023 PROFESSIONAL DEVELOPMENT				
DATE	TIME	TRAINING	ZOOM LINK/LOCATION	PRESENTER(S)
10/14	9:30 – 10:30 am	Identity Theft	Zoom Link: https://pccua.zoom.us/j/85803055983	Cindy Grove
11/4	9- 10 am	Best Practices for Student Retention in Online Courses	Zoom Link: https://pccua.zoom.us/j/89174382830	Michelle Waites
11/11 Postponed Until Spring	9 – 10 am	Retention for Online Instruction	Zoom Link: https://pccua.zoom.us/j/84236573730	Kayla Holland
11/18	9 – 10 am	Archiving and Bulk Deleting Courses in BlackBoard	Zoom Link: https://pccua.zoom.us/j/85626944792 *Beginning December 2022, all faculty will be responsible for archiving/bulk deleting their own BlackBoard course shells. Archives must be done at the end of each semester.	Michelle Waites
12/9	8:30 – 9:30 am	Bullet Journaling	Zoom Link: https://pccua.zoom.us/j/83205550882	Christina Garner

Fall 2022 PROFESSIONAL DEVELOPMENT				
Date	Time	Training	Location	Presenter
September 27	9:00 a.m. (CV)	Zoom Recording Uploading Recording into Blackboard	Helena A120 Stuttgart A136 Dewitt C101	Michelle Waites
October 11	9:00 a.m. (CV)	Avoiding Cyber Security Risks	Helena A120 Stuttgart A136 Dewitt C101	Cindy Grove
October 25		Faculty/Staff In-service		
November 1	9:00 a.m. (CV)	Diet and Nutrition Workshop	Helena N102-103 Stuttgart A136 Dewitt C101	Shelby Gentry
November 8	9:00-H 11:30-S 1:30-D	Building Paths to a Better Future: Overcoming Barriers to Student Success	Helena A120 Stuttgart A136 Dewitt C101	Debbie Hardy
November 22	9:00 a.m. (CV)	Advanced Zoom Training Details TBA	Helena A120 Stuttgart A136 Dewitt C101	Michelle Waites
SPRING 2023 PROFESSIONAL DEVELOPMENT				
February 21		Faculty/Staff In-Service		
March 6	9:00 a.m.	Geospatial Training-Stuttgart and Dewitt	Stuttgart C110	Cindy Grove
March 13	9:00 a.m.	Geospatial Training-Helena	Helena A117	Cindy Grove
April 10	9:00-H 11:30-S 1:30-D	Culturally Responsive Teaching	Helena A120 Stuttgart A136 Dewitt C101	Carol Birth
April 24	9:00-H 11:30-S 1:30-D	Excel Training	Helena A110 Stuttgart C110 Dewitt B102	Kayla Holland

PCCUA's comprehensive Professional Development Program provides a variety of opportunities for both faculty and professional staff. The courses are uniquely designed and facilitated by PCCUA experts in their fields. PCCUA offers several kinds of professional development. Throughout the year faculty and staff have opportunities to engage in focused learning reflected through the table provided below.

Professional practices examine their ongoing development as quality educators. Our goal is to engage teachers, scholars and practitioners in continuous improvement processes that result in student learning.

3. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

Library Resources

Phillips Community College has an expansive library that is available for student and faculty use. It provides journal articles, intranet access, newspapers, magazines, books, videos, and reference guides. Students and faculty use the library to conduct research for their classes while also supplementing the classroom instruction. In addition, one of the goals of PCCUA is to produce students who are life-long learners. The library is available for faculty and students to check out materials for their own personal learning. **Table 5: Annual Library Budget** illustrates the resources of the PCCUA library directed to support. Access to the library's online catalogue and electronic resources is provided for faculty, staff, and students located on all three PCCUA campuses. The IT Department is currently working to provide off-campus access to the electronic databases. Inter-library loan services are also provided for materials not held in the PCCUA collection.

Current library resources in the field

PCCUA maintains a well-equipped and staffed library on each campus to meet the information needs of students, faculty, staff, and administration. Services at all campus libraries include the information-circulation desk, interlibrary loan, print indexes, print periodicals, and bibliographic and full-text databases. Students have access to materials from other locations, both in and out of state, via interlibrary loan and the PCCUA courier. Library staff members are not only available during open hours, they also provide specialized tours for individual classes and assist faculty with specific course assignments designed to familiarize students with the library. Many instructors from several academic areas have taken advantage of these tours and have made special class assignments based on library resources. All campus libraries provide orientations, room for individual and small-group study, AV viewing rooms, computer workstations and coin-operated copiers.

PCCUA has library budgets for each campus. Table 8: Annual Library Budget illustrates the annual library budget for all three campuses.

Table 5: Annual Library Budget

ANNUAL LIBRARY BUDGET			
Campus	Helena	Dewitt	Stuttgart
Supplies/Services	21,000.00	13,000.00	13,000.00
Holdings	27,000.00	21,000.00	21,000.00
Travel	1,500.00	700.00	600.00

Library resources for student research are plentiful. See the comprehensive list of source material provided.

a. Library Databases and Resources

PsycINFO

The PsycINFO® database, American Psychological Association's (APA) renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains records and summaries dating as far back as the 1600s with one of the highest DOI matching rates in the publishing industry. Journal coverage, which spans from the 1800s to the present, includes international material selected from periodicals in dozens of languages.

MLA International Bibliography

Produced by the Modern Language Association (MLA), the *MLA International Bibliography* is the definitive index for the study of language, literature, linguistics, rhetoric and composition, folklore, and film, covering scholarly publications from the early 20th century to the present. International in scope, it includes citations to journal articles, books, articles in books, series, translations, scholarly editions, websites, and dissertations, with links to full text in JSTOR, Project MUSE, and other resources. The database also includes the *MLA Directory of Periodicals* and the *MLA Thesaurus*, a proprietary, searchable collection of thousands of subject terms, and personal names used in indexing the bibliography.

MLA Directory of Periodicals

The *MLA Directory of Periodicals*, produced by the Modern Language Association (MLA), provides detailed information on thousands of journals and book series in the fields of literature, language, linguistics, film, rhetoric and composition, and folklore. Entries cover publication details, contact information, submission requirements and editorial policies, subscription terms, electronic availability and advertising, and useful statistics such as circulation, average number of articles submitted and published, time from submission to decision, and time from decision to publication. All periodicals and book series indexed in the *MLA International Bibliography* are listed in the directory.

GreenFILE

GreenFILE offers well-researched information covering all aspects of human impact to the environment. Its collection of scholarly, government and general-interest titles includes content on global warming, green building, pollution, sustainable agriculture, renewable energy, recycling, and more. The database provides indexing and abstracts for more than 384,000 records, as well as Open Access full text for more than 4,700 records.

Teacher Reference Center

Teacher Reference Center provides indexing and abstracts for 280 of the most popular teacher and administrator journals and magazines to assist professional educators.

Library, Information Science & Technology Abstracts

Library, Information Science & Technology Abstracts (LISTA) indexes more than 560 core journals, nearly 50 priority journals, and nearly 125 selective journals; plus books, research reports and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more. Coverage in the database extends back as far as the mid-1960s.

eBook Collection (EBSCOhost)

Academic Search Premier

This multi-disciplinary database provides full text for more than 4,600 journals, including full text for nearly 3,900 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles.

Readers' Guide Retrospective: 1890-1982 (H.W. Wilson)

*Readers' Guide Retrospective*TM: 1890-1982 provides indexing of over three million articles from more than 550 leading magazines, including full coverage of the original print volumes of *Readers' Guide to Periodical Literature*TM. This important resource offers a wide range of researchers' access to information about history, culture and seminal developments across nearly a century.

eBook Academic Collection (EBSCOhost)

This growing subscription package contains a large selection of multidisciplinary eBook titles representing a broad range of academic subject matter, and is a strong complement for any academic collection. The breadth of information available through this package ensures that users will have access to information relevant to their research needs.

Consumer Health Complete - EBSCOhost

Consumer Health Complete is a comprehensive resource for consumer-oriented health content. It is designed to support patients' information needs and foster an overall understanding of health-related topics. *Consumer Health Complete* provides content covering all areas of health and wellness from mainstream medicine to the many perspectives of complementary, holistic and integrated medicine. In addition, *Consumer Health Complete* includes the *Clinical Reference System* and the *Lexi-PAL Drug Guide*, which provides access to up-to-date, concise and clinically relevant drug monographs. The database is updated on a weekly basis.

CINAHL Complete

CINAHL®Complete is the world's most comprehensive source of full-text for nursing & allied health journals, providing full text for more than 1,300 journals indexed in *CINAHL*. This authoritative file contains full text for many of the most used journals in the *CINAHL* index, with

no embargo. *CINAHL®Complete* is the definitive research tool for all areas of nursing & allied health literature.

MEDLINE

MEDLINE provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. Created by the National Library of Medicine, *MEDLINE* uses MeSH (Medical Subject Headings) indexing with tree, tree hierarchy, subheadings and explosion capabilities to search citations from over 5,400 current biomedical journals.

Academic Search Elite

Academic institutions worldwide depend on this database as their core resource of scholarly information. *Academic Search Elite* contains full text for more than 2,100 journals, Nearly 150 journals have PDF images dating back to 1985.

Regional Business News

This database provides comprehensive full text coverage for regional business publications. *Regional Business News* incorporates coverage of more than 80 regional business publications covering all metropolitan and rural areas within the United States.

Business Source Elite

This business database provides full text for over 1,000 business publications. The rich collection of titles in *Business Source Elite* provides information dating back to 1985. More than 10,100 substantial company profiles from Datamonitor are also included. This database is updated on a daily basis via EBSCOhost.

ERIC

ERIC, the Education Resource Information Center, provides access to education literature and research. The database provides access to information from journals included in the *Current Index of Journals in Education* and *Resources in Education Index*. Content includes journal articles, research reports, curriculum and teaching guides, conference papers, dissertations and theses, and books dating back to 1966.

Health Source - Consumer Edition

This database is the richest collection of consumer health information available to libraries worldwide, providing information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health. *Health Source: Consumer Edition* provides access to nearly 80 full text, consumer health magazines.

AHFS Consumer Medication Information

AHFS Consumer Medication Information is a trusted source and recognized standard for patient drug information, available in both English and Spanish. Published by the American Society of Health-System Pharmacists, AHFS includes more than a thousand drug information monographs written in lay language for consumers and has been a Top Ten Award Winner in the Department of Health and Human Services National Consumer Education Materials Contest. This content is updated monthly.

Health Source: Nursing/Academic Edition

This database provides nearly 550 scholarly full text journals focusing on many medical disciplines. *Health Source: Nursing/Academic Edition* also features the *AHFS Consumer Medication Information*, which covers 1,300 generic drug patient education sheets with more than 4,700 brand names.

TOPIC search contains full text for over 150,961 articles from 475 diverse sources including international and regional newspapers, EBSCO's unparalleled collection of periodicals, biographies, public opinion polls, book reviews, pamphlets, and government information.

Legal Collection

This database contains full text for more than 250 of the world's most respected, scholarly law journals. *Legal Collection* is an authoritative source for information on current issues, studies, thoughts and trends of the legal world.

MAS Ultra - School Edition

Designed specifically for high school libraries, this database contains full text for nearly 500 popular, high school magazines. *MAS Ultra – School Edition* also provides more than 360 full text reference books, 85,670 biographies, over 107,000 primary source documents, and an Image Collection of over 510,000 photos, maps & flags, color PDFs and expanded full text backfiles (back to 1975) for key magazines.

MasterFILE Premier

Designed specifically for public libraries, this multidisciplinary database provides full text for nearly 1,700 periodicals with full-text information dating as far back as 1975. Covering virtually every subject area of general interest, *MasterFILE Premier* also contains full text for nearly 500 reference books and over 164,400 primary source documents, as well as an Image Collection of over 592,000 photos, maps & flags. This database is updated daily via EBSCOhost.

Funk & Wagnalls New World Encyclopedia

This database provides over 25,000 encyclopedic entries covering a variety of subject areas.

Middle Search Plus

Middle Search Plus provides full text for more than 140 popular, middle school magazines. All full text articles included in the database are assigned a reading level indicator (Lexiles). Full text is also available for thousands of biographies and historical essays. *Middle Search Plus* also contains 84,774 biographies, 105,786 primary source documents, and a School Image Collection of photos, maps and flags

Newspaper Source

Newspaper Source provides cover-to-cover full text for more than 40 (U.S.) & international newspapers. The database also contains selective full text for 389 regional (U.S.) newspapers. In addition, full text television & radio news transcripts are also provided.

Primary Search

Primary Search provides full text for more than 70 popular, magazines for elementary school

research. All full text articles included in the database are assigned a reading level indicator (Lexiles), and full text information dates as far back as 1990.

Professional Development Collection

Designed for professional educators, this database provides a highly specialized collection of nearly 520 high quality education journals, including more than 350 peer-reviewed titles. This database also contains more than 200 educational reports. *Professional Development Collection* is the most comprehensive collection of full text education journals in the world.

Vocational and Career Collection

Vocational & Career Collection is designed for vocational and technical libraries servicing high schools, community colleges, trade institutions and the general public. This collection provides full text coverage for nearly 340 trade and industry-related periodicals.

Opposing Viewpoints in Context

Opposing Viewpoints in Context is an engaging online experience for those seeking contextual information and opinions on hundreds of today's hottest social issues. Drawing on the acclaimed Greenhaven Press series, the solution features continuously updated viewpoints, topic overviews, full-text magazines, academic journals, news articles, primary source documents, statistics, images, videos, audio files and links to vetted websites organized into a user-friendly portal experience.

Literature Criticism Online

Gale™ takes literature, history and culture to the next level with the largest, most extensive compilation of literary commentary available: *Literature Criticism Online*. Imagine centuries of analysis - the scholarly and popular commentary from broadsheets, pamphlets, encyclopedias, books and periodicals - delivered in an easy-to-use 24/7 online format that matches the exact look and feel of the print originals. The net result is tens of thousands of hard-to-find essays at your fingertips. It's all designed to raise the level of research while providing the around-the-clock remote access that today's research demands.

4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

No other instructional resource materials are required other than an instructor.

Staff – Four part-time faculty teach the college courses; two full time faculty, and three adjunct or part-time faculty teach in the Secondary Area Technical Center

Academic Support – comprehensive support is available for the students enrolled in the Criminal Justice program

- Equipment – no equipment is needed to operate this program.
- Office Furniture – no specific resources are required.

- Space Renovation – no special resources are needed.

There is ample classroom space for the ECE program on all three campuses. On the Stuttgart campus, the ECE classes are in a dedicated classroom on the main campus. It has more than enough classroom space to meet the needs of day and evening classes. The Helena-West Helena campus currently houses the ECE program in the Technical and Industrial Building. The program on the DeWitt campus is housed in a classroom on the main building of the campus. All three facilities are handicapped accessible per ADA regulations and have computer and CVD accessibility.

A student enrolled in the ECE program has all the resources available which any PCCUA student needs for success (testing, placement, advising, special needs services, student activities, and more). PCCUA keeps the student service and support of each campus fully maintained. The overall direction of student services is under the supervision of the Vice Chancellor for Student Services and Registrar. All College initiatives engage faculty and staff in that college work. Almost all the initiatives enhance student support or instruction. Registration, testing, placement, financial aid, work-study, advising, disabilities services, Student Support Services (SSS), and tutoring are part of Student Services. The Catalog is the framework for all academic and support information for students and the Program of Study, course descriptions, and Guided Pathway are listed in the PCCUA Catalog. The Student Handbook is very important to students for support and assistance with information about navigating college life. The Student Handbook is given to each student at the mandatory orientation for all new and returning students. A list of services is provided in the Student Handbook.

Testing and Placement -ACCUPLACER testing is free and available for students and potential students. PCCUA assigns every student an advisor and once ACCUPLACER Test results are available, which is immediately after testing, that student is sent to meet with an advisor.

Advising-Each campus has one full-time advisor and some faculty advisors (early childhood, nursing, business). Advisors assist students with selecting majors, career exploration, schedule building and a variety of other support activities. An Individual Career Plan (ICP) helps students identify a career pathway. This ICP is an academic map which allows advisors to help students identify and select a major facilitating a more direct pathway to completing a certificate or degree.

Financial Aid- Full-time employees are dedicated to student financial aid. Students seeking financial aid and other kinds of scholarships are assisted with preparing the application, the FAFSA, and given information and guidance about the process of receiving aid.

Admissions and Registration - Students may register for classes on any campus. When pre-registration begins for the fall and spring or anytime during the summer.

Student Support Services (SSS) -SSS serves low-income, first-generation college students, and individuals with disabilities evidencing academic need. It is designed to increase retention, graduation, and transfer rates of eligible students. Services include instruction in study skills,

tutoring, transfer assistance, campus visits, advice and assistance in course selection, career exploration, and financial literacy.

Students with Disabilities - Students can make an appointment to meet with a Disability Coordinator on the home campus as early as possible during a particular semester, preferably before a semester begins. A Disability Coordinator is located on each campus and these individuals also serve as advisors. Students may obtain an Application for Disability Services Form from the coordinator or online at www.pccua.edu/studentswithdisabilities

Tutoring -Tutoring is available to students on each campus and that service can be accessed by contacting the Learning Center Coordinator. The College encourages the faculty to provide tutoring because it is difficult to find tutors in certain disciplines (science and math). It is also difficult to train and retain tutors.

Bookstore-Rowdy Rents serves as the college book distributor and works through the libraries located on each campus. This is the resource for all college textbooks. Students can rent textbooks at the low rate of \$22 per credit hour unless they prefer to order books through an online vender. The link for Rowdy Rents is <https://www.pccua.edu/rowdy-rents-textbook-rental/>

Complaints - PCCUA students are always encouraged to seek informal resolution to issues or problems. However, information and assistance for filing a formal resolution is provided. The Vice Chancellor for Student Services and Registrar will travel from one campus to another to address formal complaints. College policy is to address all complaints informally at the lowest level, if possible.

Career Pathways - The Arkansas Career Pathways (ICP) initiative is a comprehensive project designed to improve the earnings and post-secondary education attainment of Arkansas's low-income Temporary Assistance for Needy Families (TANF)-eligible adults. The initiative provides funding for two-year colleges to develop career pathways programs that assist TANF-eligible adults to earn a marketable educational credential for immediate entry into a high demand occupation. One CP specialist is located on each campus.

Student Success (financial and career coaching) PCCUA uses Student. Success coaches to provide career and financial coaching strategies. All coaches are trained and present the same curricular activities as the other two campuses. Student Success courses are tied to enrollment in Basic Writing II and Composition I. This allows the College to reach almost all students with Student Success support.

Student Support Labs – All campuses have a multi-purpose learning center for students to use. Students can receive tutoring. It is also used testing and review. Many students go there to study or work on assignments. College faculty and staff can volunteer to work with students in this lab.

Academic Appeal – all students have full access to the academic appeal process information and forms. This process begins with the student's instructor. The Faculty Senate Academic Standards Committee hears appeals and is composed of faculty from all three campus

5. Provide a list of program equipment purchases for the past three years.

The Early Childhood Program has purchased computers for academic support with technology and materials and supplies included the following:

The Stuttgart and DeWitt campuses suffered from inadequate internet connections. The instructors use the internet to communicate with students and to make and correct assignments, and various other communication functions. In the late Spring of 2019, the College was able to collaborate with AREON to offer higher quality internet connections in Arkansas County. This has greatly enhanced the delivery of all student instruction and the access by students of any on-line communication and work assignments.

Supplies such as paper, CDA packets, books, classroom materials.

6. Other College Resources Available to ECE Students

Career Pathways

The Arkansas Career Pathways Initiative is a comprehensive project designed to improve the earnings and postsecondary education attainment of Arkansas citizens who are eligible for Temporary Assistance for Needy Families (TANF). The initiative provides funding for two-year colleges to develop Career Pathways programs. These programs assist TANF-eligible adults earn a marketable credential for immediate entry into high demand occupations. The initiative emphasizes such program components as job readiness skills, basic academic skills preparation/remediation, and post-secondary credentials tied to high wage, high demand occupations. Intensive student services are provided for students in the program. The initiative fosters strong connections among two-year colleges, students, community organizations, state agencies, and employers.

Career Pathways provides services for students living in poverty. This assistance is essential for students living in poverty to be successful in college. The following is a list of services provided by Career Pathways:

- Assessment
- Academic Advising
- Academic Skills Support
- Career Exploration
- Counseling
- Orientation
- Social Skills Support
- Enrollment and Retention Manager
- Financial Aid
- Transportation
- Child Care

In order to enroll in the Arkansas Career Pathways Program, students must meet certain criteria to receive benefits. The following is a list of basic eligibility requirements:

1. The student must be the parent of a child under 21 years of age. In addition, the child must live in the student's home.
2. The student must be receiving Transitional Employment Assistance (TEA), or the student must have received TEA in the past.
3. The student must be receiving food stamps or Medicaid.
4. The student must have an annual family income below 250% of Federal poverty level (about \$44,000 annually for a family of three).

Carl Perkins Grant

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) provides a renewed vision of career and technical education programs for the 21st century. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high skill, high wage, or high demand occupations in current or emerging professions. Perkins IV provides an increased focus on academic achievement of career and technical education students, increases State and local accountability, and strengthens the connections between secondary and postsecondary education.

Perkins grant funding was used to support the utilization of technology to improve instruction and to provide professional development for faculty. Perkins funds were often used in conjunction with other funding sources, such as ATD, to provide comprehensive professional development opportunities. Within just the last four years, Perkins has purchased for all three campuses laptops.

SSS

Student Support Services (SSS) funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. The goal of SSS is to increase the college retention and graduation rates of its participants.

In order to qualify for SSS, students must meet the following criteria:

- (A) He or she must be a citizen or national of the United States or meet residency requirements for Federal Student Financial assistance;
- (B) He or she must be enrolled at grantee institution; or
- (C) He or she has a need for academic support services to succeed in a postsecondary educational program and strategies include:
 - academic placement below college level
 - out of academic pipeline 5 or more years
 - low grades or instructor recommendation
 - high school equivalency (GED)
 - undecided transfer plans
 - undecided college major
- (D) He or she must be:
 - (1) Low-income (individual whose family's taxable income for the preceding year did not exceed 150% of an amount equal to the poverty level);
 - (2) First generation college student (an individual both of whose parents did not complete

a baccalaureate degree or in the case of an individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree) or
 (3) An Individual with disabilities.

5. Provide a list of program equipment purchases for the past three years.

Four computers were purchased for the Helena-West Helena campus because the computers in the classroom were stolen. Although the theft was not complete and the computers were left outside the classroom door, the rain ruined the computers.

The Stuttgart and DeWitt campuses suffered from inadequate internet connections. The instructors use the internet for instruction and communication with students and for various instructional functions. In the Spring of 2019, the College was able to collaborate with AREON to offer higher quality internet connections to Arkansas County. This has greatly enhanced delivery of all student instruction and access by students of any online communication and assignments.

1. Instruction via Distance Technology

This section should be completed if at least 50% of any program/major course is delivered electronically.
 NOT APPLICABLE

V. ONLINE DELIVERY/NOT APPLICABLE-No courses offered entirely online.

VI. MAJORS DECLARED BY STUDENTS

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

Early Childhood Education provides certificates of proficiency, technical certificate and Associate of Applied science for students desiring to work with young children.

Degrees and Certificates

Associate of Arts in Teaching Degree (AAS)

Technical Certificate (TC)

Certificate of Proficiency (CP)

Table 6: Student Enrollment in the ECE Program

Major	2024	2023	2022	2021	TOTAL
Associate of Applied Science	15	22	31	36	72
Technical Certificate	4	6	8	7	19
Certificate of Proficiency	4	10	8	6	19

Many students enroll in the AAS program to assure Pell assistance but receive a CP and TC prior to receiving the AAS. This accounts for the difference between low CP and TC numbers. Additionally, many of these students with double majors such as an AA and an AAS in ECE identify the AAS in ECE as a secondary major and this is not captured in the enrollment data.

2. Describe strategies to recruit, retain, and graduate students.

Recruitment of Students at PCCUA involves a diversified strategy to enroll new students. The recruitment team, led by the Director of Enrollment Management, focuses recruitment efforts on public and private schools in Arkansas and Mississippi. The Phillips County public high schools are: Helena-West Helena School District, Marvell-Elaine School District, Lee High School, and the Barton School District. The private Arkansas high schools are: Marvell Academy, Lee Academy (Marianna, Arkansas), and Desoto School. The Arkansas County schools are Stuttgart School District and DeWitt School District. In addition, recruitment is pursued in Clarendon School District, Dumas School District, England Schools, Hazen Schools, Carlisle Schools, and private school Evangelical Methodist School. In addition, the team recruits from the Knowledge Is Power Program School (KIPP) located in Helena, Arkansas. In Mississippi, the recruitment team recruits students from Clarksdale Public Schools and Clarksdale's private school, also named Lee Academy. Retention and success of students is a priority at PCCUA.

One of the College's retention and success activity is the faculty initiated Early Alert System. The Early Alert System is an effort to contact and provide support to students who are in danger of failing because on nonattendance or a lack of preparation. With the Early Alert System, faculty members alert the student's advisors detailing the problem(s). The student success coordinator and/or the advisors contact the student and try to input some intervention strategies. When possible, intervention is done within the first few weeks of classes increasing the possibility of the successfully completion of the term.

The Secondary Area Technical Center students are actively recruited for the AAS in the ECE Program. This is a definite advantage for these students because they can enter the PCCUA ECE program with 3-9 credits depending on what courses that have taken.

Some potential students are recruited from individuals actively engaged in criminal justice work. In these cases, those applicants can request Prior Learning Assessment to gain credit hours for work completed. It is not unusual for a law enforcement officer to enter the program with 6-9 credit hours based on the PLA. The PLA form used by the college is specific. **(See Appendix I: Prior Learning Assessment for ECE, Pp. 153-161).**

Academic Advising- Every ECE student is assigned an advisor who is familiar with the program. ECE advisors are knowledgeable about this program and advise students regarding program requirements, degree requirements, and college services.

Advisor Early Alert- faculty sends referrals to Advisors to resolve problems or issues with class attendance, tutoring, advising, or other needs.

Student email address- each student is provided a college email address to improve communication between the student and instructors as well as the college staff.

Student support services- this program motivates and supports students in their academics through advising, financial aid counseling, and advocacy.

Student orientation- a college wide orientation is required for new and returning students each fall semester to provide them with skills and resources to improve student success.

Faculty office hours- faculty utilize this time to meet with students one on one.

3. Provide the number of program graduates over the past three years.

The PCCUA Early Childhood Education program is viable and meets the Arkansas Division of Higher Education viability standard. It is a high demand but low wage occupation. The following table reflects the enrolment trends. One noticeable finding is the drop in enrollment for the program during the last three years.

Table 7: ECE Completion Rates

	Institutional Completions			Arkansas Division of Higher Education Completions			
ECE	2024	2023	2022	2023	2022	2021	Cognate 2021-23
AAS	6	12	13	14	10	17	16.3
TC	5	8	13	12	9	12	16.3
CP	6	13	8	12	7	7	8.7

The AAS was established in 1999 and the TC was established in 2001, and the CP was established in 1996. The PCCUA count and the ADHE data operate on different completion times. The cognate number is based on average enrollment. 2024 ADHE data has not been shared.

VII. PROGRAM ASSESSMENT

1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

The Assessment Committee establishes assessment goals across all divisions in the institution. These assessment goals are tied to specific student learning which connects to supports provided for program and institutional student success. The College also measures performance indicators which gauge the institutions annual report of outcomes for the institutional priorities of retention, completion, job placement, transfer and other performance indicators. The actual indicators and number of indicators examined can change from year to year.

Each of the goals included in planning have operational definitions, expected outcomes, verification of data, and identification of person responsible for collecting data, the timeline for evaluation, the evaluation methods, reporting of data collection, and a plan for improvement.

The course, program, and institutional assessment and co-curricular experience have specific learning strategies and implementation processes. The learning outcomes are examined, measured, the data is gathered for analysis, and these learning outcomes inform decision making. The course and program assessment outcomes may be reviewed with the director, dean, the Director of Assessment and Institutional Effectiveness and the Vice Chancellor for Instruction. Program Student Learning Outcomes are shared on a rotating basis with the Assessment Committee, and the Assessment outcomes are shared or on the assessment web site <https://www.pccua.edu/assessment/>

The evidence and documentation found in the course and program assessment processes is the foundation for which goals are established for a program or the College. Concerns related to developmental education, acquisition of core competencies, and academic performance are often integral to the process along with how effectively the college provides student services supporting the achievement of academic goals. The following six steps established with approval from faculty by the Assessment Committee provide a guide to understanding the PCCUA assessment of student learning process:

Faculty analyze assessment results in order to improve teaching. The following questions are pondered while examining the data through this process.

- What are the implications of the findings?
- What program changes could be made to improve student knowledge and skills that did not reach criterion success levels?
- What future actions should be taken at the course or program level?

This is also the time to review and make changes to how you teach to improve the student learning outcomes for the next year or cycle. Also, to determine if the assessment methods are providing the quantity and quality of information needed. These results are interpreted and used for decision making. The results drive the changes. The process allows the divisions and the institution to identify any weaknesses and determine the direction that should be pursued. **Closing the Loop is critical to the process. Reread, review and report results.**

The timeline for reporting assessment results are during the summer and early fall. Division information/data is provided by each Dean based on goals and expected outcomes per division for the previous year. This data is provided to the dean or director and compiled into the annual assessment outcomes report.

Once reporting for the academic year is completed, the assessment committee examines the document for accuracy and reviews the goals and student learning outcomes that have been established. The committee shares ideas, concerns, and disagrees at times but arrives at a consensus regarding assessment of student learning. The discussions help to develop new ideas and suggestions for collecting assessment data to reflect evidence of student learning as well as methods to improve student learning and enhance academic programs.

PCCUA ASSESSMENT GUIDING QUESTIONS AND DEPARTMENTAL RESPONSES

Please respond based on the departmental discussion of the program assessment and how those outcomes reflect what students are learning and what needs to happen to improve student learning. You may provide this in a narrative or bulleted format. However, you must respond to each question and these responses should be based on your program assessment discussions.

Please respond in red font.

Program Student Learning Outcomes

- A. Are the intended educational (learning) outcomes for the program appropriate and assessed appropriately?

Yes, the appropriate assessment methods are in place to measure whether students have achieved the outcomes. This includes tests, assignments, presentations and grading rubrics.

- B. How are the faculty and students accomplishing the program's student learning outcomes?

Faculty provide instruction and support to help students achieve the learning outcomes. We design and deliver courses and assignments aligned with the outcomes. We cover the content and skills in various teaching methods, such as lectures, discussions, hands-on activities, and videos, to engage students and facilitate their learning. Assessments, such as exams, quizzes projects, and assignments, to evaluate students' progress.

Students are responsible for actively participating in the learning process, attending classes, studying, and completing assignments.

They are fully engaged with this process.

- C. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program prepares students to go directly into the work forces by helping them understand how to organize

developmentally appropriate classrooms, how to prepare developmentally appropriate material for children birth to 8. We provide students with opportunities for practical experiences through observations, field experiences, internships and practicums. These experiences expose student to what actually happens in classrooms. Professional development offers opportunities for faculty to stay updated on industry trends, research, and best practices. We collaborate with local schools, early childhood centers to create opportunities for students to engage with professionals and stay informed about best practices.

- D. Do course enrollments and program graduation/completion rates justify the required resources?

Yes, there is a 95% graduation/completion rate and a 95% pass rate on the CDA assessment.

E. Based on the Program SLO's how well are students learning at the course and program level? Based on your assessment outcomes, how do you know this?

The students are doing well with the SLO's. There is an 85% pass rate on all assessments. Based on our assessment methods student are consistently achieving SLOs. These methods include exams, quizzes, projects, assignments and presentations. We regularly review and update SLOs an assessment method to identify areas of improvement and to ensure we remain relevant an effective.

F. What are the changes you need to make to improved student learning?

Improving student learning is a continuous process, and several changes and strategies we made are:

- We are more intentional when preparing our course/study guide.
- We work closely with Student Support Services to strengthen support for students through tutoring.
- We incorporate more active learning in the classroom, encouraging students to participate, discuss, collaborate, and engage in hands-on activities to enhance their understanding of the material.

G. What are the weak areas demonstrating a need for improvement?

How to better equip/motivate students who struggle or exhibit poor performance on assessments. As a change

H. What are the strengths identified through assessment?

The strengths are:

- Effective teaching methods, such as active learning contributes to student engagement and learning.
- Our Graduation and Retention Rates
- A 100 percent pass rate on CDA assessment
- Students successfully finding employment .
- Providing academic advising and other support services such as Career Pathways.

Program Curriculum

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study? Is that reflected in the assessment outcomes?

Yes, the curriculum prepares students to work with children birth to eight.

- Employer satisfaction: Local school and early childhood centers hire our graduates and they satisfied with the student knowledge and skills.
- Our curriculum provides a solid foundation for students who wish to pursue advanced study in the field.

- Our graduate Success rate

B. Are program exit requirements appropriate?

Yes, we have two capstone courses (Future Perspective, ECD 283 & Practicum, ECD 293). In the Future Perspective (ECD 293) students prepare a portfolio documenting what they have learned in their courses. In the Practicum (ECD 283) student demonstrate their ability to set up, organize and manage a classroom. All students (100%) complete this and the pass rate is 100%.

C. Are students introduced to experiences within the workplace and introduced to professionals in the field?

Early childhood course has observation hours an or field experience.

These experiences provide students with practical insights and networking opportunities.

We have internships and practicums where students work in real early childhood education settings, such as preschools, daycare centers, or elementary schools. These experiences allow students to apply their knowledge in a practical setting.

In our courses students are encouraged to join Professional Associations, joining these associations facilitate networking and provide students access to resources and events within the field.

D. Does the program promote and support interdisciplinary initiatives?

Yes, courses such as Infant/Toddler, ECD 243 & Preschool curriculum, ECD 263 and Literacy/Lang, ECD 253 and Math/Science, ECD 223 are taught concurrently. Also, our courses draw from various disciplines, such as psychology, sociology, neuroscience, and linguistics, to provide a holistic understanding of child development and education.

Students work on collaborative projects that require them to integrate knowledge and skills from multiple areas of study.

Field Experiences, observations and practicum provide opportunities for students to gain experience in settings that require collaboration with professionals from different disciplines, such as special education and speech therapy.

E. Does the program support the college STACC skill development expected of all PCCUA graduates? Explain how you know this through assessment.

Yes, the ways support is provided is listed below:

1. Social and community responsibility - Through observation, field experience and internships at daycare and schools.
2. Technology Utilization – Students are required to type reflective papers and competency statements.
3. Analytical and Critical Thinking and Reasoning – These skills are utilized to reflect on case scenarios, case studies.

4. Communication students communicate in both written and oral forms. Assess written assignments, presentations, and communication skills demonstrated during classroom interactions. Students have to communicate with directors, teachers, parents and children.
5. Cultural Competency-Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding their commitment to these principles of the National Association of the Education of Young children code of ethical conduct and through their coursework, interactions, and practices.

F. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

Students learn about respecting families, beliefs, values, and attitudes through many hours of observation and field experience. Students learn to incorporate culturally appropriate knowledge, understanding, and attitudes into their actions, communication style, verbal messages through the many activities and assignments. 100% of this passed.

Budget Requests Forms

Are more resources needed. If so, has there been an effort to acquire these resources through the college budgeting process?

Yes, more computers are needed. IT is aware and I brought it to my pass dean's attention.

What program requests did you make for the next year which are tied to needs related to assessment outcomes? I requested three computers.

PCC/UA EARLY CHILDHOOD EDUCATION ASSESSMENT GOALS

The PCCUA Early Childhood Education Program must train early childhood education teachers and providers to understand and apply theory related to how children learn, what is developmentally appropriate for them to learn, and when it is best for the children to learn. This concept is often referred to as “best practice.” There is no one “best practice” because care and teaching for children is always related to the environment and curriculum. Certain learning outcomes will always overlap; however, careful reading of the SLO’s reflect the significance of environmental and curriculum needs of children while trying to teach PCCUA students how to provide the highest quality of care/teaching.

GOAL I: Students will demonstrate the ability to use written and oral communication.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will				
Write six grammatically correct competency goals based on the thirteen functional areas (CECPR)	ECD1003, 1103, 1203 ECD 1001, 1101	Portfolio Autobiography Competency Goals	95% percent of the students are able to successfully write their competency statements.	Students have to write competency statements, autobiography and create a parent newsletter.
Incorporate Internet and library research in the students writing and reading assignments.	ECD 233 ECD 193	Field Observations Assignments Practicum		Students are required to type their competency statements, autobiography and create a parent newsletter.
Write a grammatically correct essay.				
Demonstrate appropriate oral communication skills in the following interactions:	All ECD courses	Exams Autobiography Oral presentations	95% percent success rate.	

teacher to director, teacher to teacher, teacher to child, teacher to parent.	ECD 233 ECD173 ECD 193	Case Scenarios Field Observations Simulated Parent Conferences	95% percent success rate.	
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GOAL II: Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will				
Develop activities and respond to situations that promote physical development.	ECD 1003,1103,1203 ECD 233 ECD 193 ECD153 ECE173	Portfolio Lesson Plans Case Scenarios	95% percent success rate.	Students are required to do a presentation on theorist in the early childhood field.
Provide a nurturing supportive environment that promotes and supports social and emotional development.	All ECD courses	Field Observation Lesson Plans	95% percent success rate.	Met SLO
Plan and implement meaningful cognitive activities facilitated by play, interaction, and child-	All ECE courses	Field Observations Exams Case Scenarios Lesson Plans	95% percent success rate.	Met SLO

initiated discovery.				
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GOAL II: Students will be able to demonstrate and apply principles of child development and learning theory in the areas of (physical, social, emotional, cognitive, and aesthetics) development.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will Plan and implement activities that strengthen children's sense of competence and provide engaging activities which build on prior knowledge and allow the child to succeed from "their point of view." (NAEYC)	ECD 1001, 1101 ECD 1003, 1103. 1203 All ECD courses	Field Observation Resource Notebook Rubric for Floor Plan Case Scenarios Practicum Instrument Instructional and Field Reliability	95% percent success rate.	Students are required to use their knowledge of child development to create appropriate learning activities for children birth to 8.

GOAL III: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will				

Plan and use a variety of methods to encourage children’s social, emotional, aesthetic, and cognitive development.	ECD 1001, 1101	Field Observation	95% percent success rate.	Students are required to use their knowledge of child development to create appropriate learning activities for children birth to 8		
	ECD 1003, 1103, 1203	Lesson Plans				
	ECD 173	Practicum Instrument Instructional and Field Reliability				
	ECD 233					
	ECD143, ECD 233	Field Observation				
Use varying developmentally appropriate methods of instruction including play, small group, teacher-directed, and child-directed activities.	ECD 173	Lesson Plans	95% percent success rate.			
Develop and implement an integrated curriculum that focuses on children culturally diverse needs, and interests.	ECD 1001, 1101					
	ECD 1003, 1103, 1203	Lesson Plans				
	ECD 153	Field Observation				
	ECD 193					
	ECD 233					
Create, evaluate, and select developmentally appropriate materials, equipment,	ECD 1001, 1101	Field Observations				
	ECD 1003, 1103, 1203	Lesson Plans				
	ECD 143	Practicum Instrument Instruction and Field Reliability				
	ECD153					
	ECD 193	Field Observations				

	ECD 233			
	ECD 143			
	ECD 153			
	ECD 173			
	ECD 193			
	ECD 233			

GOAL III: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students Will			95% percent success rate.	
Adapt strategies and environments to meet the needs of children with disabilities, developmental delays, or special abilities.	ECD 1103, ECD 173, ECD 2C3	Field Observation Case Scenarios IEP's		Students are required to use their knowledge of child development to create appropriate learning activities for children birth to 8.
Create and evaluate physical settings, schedules, routines, and transitions which reflect an	ECD 1001, 1101	Field Observation		

understanding of their impact on children's learning	ECD 1003, 1103, 1203	CDA Practicum Instructional and Field Reliability Rater		
"Establish and maintain physically and psychologically safe and healthy learning environments for children." (CDA)	ECD 143 ECD 163 ECD 233	Field Observations Competency Statements		

GOAL IV: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students will	ECD 1001, 1101	Field Observation	95% percent success rate.	Students are required to conduct 5 hours of observation. Then write a detailed narrative on their observation.
Demonstrate competency to observe, record, and document children's work.	ECD 1003, 1103, 1203	Student Chart IEP		
Document systematic observations and record conversations and	ECD 233	Field Observation Field Observation Practicum Instructional and Field Reliability Rater		

interviews with and among children.	ECD 1001, 1101	Field Observation		
Use a variety of tools to represent children's work (artwork, stories etc.)	ECD 1003, 1103, 1203	Practicum Instructional and Field Reliability Rater		
Recognize the diversity of learners and differences of styles and rates of learning.	ECD 173,	Lesson Plans Field Observations		
Assess children's strengths and abilities in positive and non-threatening manners.	ECD 143 ECD 153 ECD 173 ECD 193 ECD 233	Practicum Instructional and Filed Reliability Rater Field Observation		

GOAL IV: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

Student Learning Outcomes	Relate Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students Will	ECD 1001, 1101		95% percent success rate.	

Demonstrate the ability to create a developmentally appropriate environment ensuring the accessibility of materials and appropriate room arrangement (large group area and interest areas.)	ECD 1003, 1103, 1203	Field Observation		Students are required to observe a classroom setting for two hours. They write a detailed description of the setting identifying if the materials, equipment, arrangement are appropriate the age group they observed. A 95% success rate is very good based on past success rates.
	ECD 143 ECD 173	Practicum Instructional and Field Reliability Rater Room Rubric		
Incorporate knowledge and strategies for multi-disciplinary teaching	ECD 1001, 1101	Lesson Plans		
Use intervention strategies to integrate goals for IEP, and IFSP (referral; to Social Services, etc.)	ECD 1003, 1103, 1203	Field Observations		
	ECD 153, ECD 193			
	ECD 233	IEP		
	ECD 173, ECD 233	Field Observation Referral Forms IEP's		

GOAL V: Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self –assessment, and evaluating the effects of their choices and actions on others.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
<p>Students Will</p> <p>Demonstrate an awareness of and commitment to the professional code of ethical conduct. (NAEYC)</p> <p>Demonstrate an understanding of the history, philosophy, and foundation. of early childhood education.</p> <p>Affiliate with a professional organization and or participate in continuing education and training</p>	<p>ECD 233</p> <p>ECD 1001, 1101</p> <p>ECD 1003, 1103, 1203</p> <p>ECD 1001, 1101</p> <p>ECD 1003, 1103, 1203</p> <p>ECD 233</p>	<p>Portfolio</p> <p>Competency Statements</p> <p>Case Scenarios</p> <p>Exams</p> <p>Proof of Membership</p> <p>Documentation of Continued Education Units or Credits</p>	<p>95% percent success rate.</p>	<p>Students write a 2-3-page Personal Philosophy paper. The are to identify what they believe about how children learn, highlight their commitment to NEAYC code of ethical conduct. 95% met this goal.</p>

GOAL VI: Students will apply and utilize language appropriate materials for children’s emergent literacy development.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Students Will				
Demonstrate the ability to select “appropriate” literature for young children.	ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 143	Bibliography Field Observation Lesson plans	95% percent success rate.	Students will be required to compile a resource box of appropriate literature for young children.
Create an environment that promotes a broad range of print-rich materials and experiences.	ECD 153 ECD 193 ECD 153 ECD 193, ECD 193	Field Observation Practicum Instrument Instructional and Field Reliability Rater		
Develop activities that support literacy development.		Field Observations Lesson Plans		
Demonstrate the ability to create multi-disciplinary interest areas that can be used to support literacy development.	ECD 153 ECD 193 ECD153 ECD 193	Field Observations Room Rubric Lesson Plans		Students will be required to use the print-rich environment observation tool to reflect is their classroom is print-rich, including books, posters, signs, and charts.
Affirm and respect cultural differences				Students will be required to develop five

which support, and promote anti-bias approaches through literature.	<p>ECD 1001, 1101</p> <p>ECD 1003, 1103, 1203</p> <p>ECD 153</p> <p>ECD 193</p> <p>ECD 233</p>	<p>Bibliography</p> <p>Field Observations</p> <p>Parent Questionnaire</p>		<p>lesson around children books.</p> <p>Students will be required to collect 20 children books that support anti-bias. These activities will be added to their resource box.</p>
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GOAL VII: Students will develop and maintain positive partnerships with families and communities.

Student Learning Outcomes	Related Courses	Criteria for Assessing Learning Outcomes	Assessment Results	Use of Results
Student Will	SY 223 ECD 1001, 1101		95% percent success rate.	Students are required to attend to parent/teacher conferences. Then write a reflective paper on the experience
Develop strategies for working with families.	ECD 1003, 1103, 1203	Parent Questionnaires		
Demonstrate the ability to promote parent play interaction and reading.	ECD 1001, 1101 ECD 1003, 1103, 1203 SY 223 ECD 173	Parent Questionnaires Field Observations		Students are required to locate five resources that will help families.
Demonstrates sensitivity to varying family structures and diverse cultures.	SY 223,	Field Observations Parent Questionnaires		100% met this goal.
Link families to external resources such as Child and Family Services.	ECD 1001, 1101 ECD 1003, 1103, 1203	Field Observations & Portfolio		

2. Describe program/major exit or capstone requirements.

Practicums are available at any level. However, the CP which is tied to the CDA and the AAS have mandatory field experiences.

3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

Faculty are evaluated in 3 ways: 1) Student evaluation of instruction, 2) portfolio evaluation by two faculty, 3) dean evaluation of portfolio. Once the evaluation is completed the dean reviews the outcome with the faculty member. Instructional delivery and instructional design are the core components of the PCCUA Faculty Performance Review. Instructional delivery assessment is measured by student evaluation of the faculty. Each faculty member selects two classes with a minimum enrollment of 20 (if possible) for evaluation at the beginning of each semester. Students enrolled in the two classes are one source of the faculty member's evaluation. Instructional design assessment is measured based on peer and division dean perceptions of faculty performance. The portfolio is used to display primary artifacts which document work which include syllabi, student learning objectives, demonstrations of instruction and assessment. College service, community service, and professional development activities are also a focus of this portion of the review. One peer reviewer, division dean or chair (depending on the division) and a faculty member who is assigned by the Faculty Association are selected to review the portfolio (3 reviewers). Criteria used for the review include grades, reports, student documentation, and other evidence. In addition, classroom management resources are used to evaluate course management. Faculty who dispute assessment outcomes provided by any or all of the reviewers may appeal the outcome of the evaluation. The process allows the Faculty Evaluation Appeal Committee to hear appeals and makes recommendations about appeal outcomes to the Vice Chancellor for Instruction. The final decision about whether to accept or reject the appeal rests with the Vice Chancellor for Instruction.

4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

PCCUA has an agreement with the University of Arkansas at Monticello for students desiring to transfer to a four-year program. The UAM program is an on-line program and consistently receives high rankings among national university programs. Other colleges to which many of our students transfer include the University of Arkansas at Little Rock, Delta State University, and the University of Central Arkansas.

5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

The PCCUA AAS in Early Education is not designed as a transfer degree, however, many PCCUA graduates do transfer to four-year colleges.

6. Provide aggregate results of student/alumni/employer satisfaction surveys.

PCCUA has a graduate survey and we do provide employee satisfaction surveys from internship site agents. The next program plan is to implement surveys for those placed in jobs. The Advisory Committee has been discussing how frequently this should be done. There is a difference of opinion about this. Some believe it should be administered six months after placement and others think it should be administered one year after placement. We only have recent graduates so this will be implemented in the near future. **Employer Satisfaction**
Employer Satisfaction Survey Summary

Employers of the PCCUA Early Childhood students were asked to complete a survey on their observation of how well the student displays professional behavior in the workplace. There were four topics relating to the areas of the students' professional and ethical behaviors, in which employers would respond with always, usually, sometimes or never on each question. Data from the survey indicates that the employer is *always* or *usually* satisfied with the students work in the agency in which they work. Overall, the providers were satisfied with the students placed at centers center. When asked if they were satisfied with the education and training the students received, the providers stated the education and training provided to the students generally meets the needs of their center. When asked if there were any changes or suggestions for program improvement, one provider suggested the classroom teacher and student meet before observations begin. She wanted the procedures and rules to be discussed so they will be prepared on the first day. When asked if there were any ideas which might improve recruitment, no suggestions were given.

Student Satisfaction

Student Satisfaction Survey Summary

Students were asked to complete a survey on how they felt about the services offered at PCCUA as well as their current employment and future plans. They were to respond with *very dissatisfied*, *dissatisfied*, *satisfied* or *very satisfied* on each item. Data revealed 100% of the students were satisfied or very satisfied with the program, the schedule, week-end and evening classes, and services provided by the business office and admissions. Approximately 91.6% of the students indicated they were satisfied or very satisfied with financial aid services and support services. 83% indicated they were satisfied or very satisfied with starting class at 2:00 PM in the afternoon and 83% responded the same way about the start time for evening classes. In response to this survey, the instructors are going to re-examine the start times of the day and evening classes.

7. Describe how the program is aligned with the current job market needs of the state and local communities.

The ECE Program was established because many of the Head Start instructors needed a Child Development Associates (CDL). Head Start workers need a CDL to teach today so we train people for Head Start jobs. We also fill the need for early childhood providers by providing

training and improvement opportunities. Students who have a CDL or have vast experience with childcare can apply for Prior Learning Assessment. A Team reviews the application for PLA by examining documents submitted verifying competency in an area. This has helped some student move through the program at a faster Pace. **See Appendix I: Prior Learning Assessment, Pp.153-161.**

Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

A list of employment sites where students are placed can be found in **Appendix J: Job Placement Sites, Pp. 162-163.** This list varies from year to year and we do allow students to use the place of employment for their field experience. The list in Appendix J includes the following information.

- **Names and location of companies hiring program graduates.**
- **Average hourly rate for program graduates.**
- **Names of companies requiring the certificate/degree for initial or continued employment.**

VIII. PROGRAM EFFECTIVENESS (List the strengths of the program and opportunities)

During the last program review in 2014, the reviewers made specific suggestions which the faculty and administration at PCCUA addressed. The reviewers suggested implementing a tracking process so we can follow students after leaving the College. We do not have a formal system but we do a self-report and request asking students to contact us after graduating. Based on reviewer recommendations, the ECE instructors revised the student and employer satisfaction survey making it easier to respond. The reviewers believed the department needed a clear and open goal and course competency process. Instructors have worked diligently developing a comprehensive but understandable assessment of student learning which documents outcomes such as completion rates so students recognize the outcome of their learning efforts. The reviewers indicated an ongoing schedule for faculty to plan, discuss, and share student learning goals, objectives, outcomes, and to use that information to improve teaching and increase learning. One suggestion was to have periodic meetings with centers and schools providing early childhood services. Both instructors serve as consultants for providers and neither are paid for these consulting services. This consulting process is invaluable for workforce input from employers. The last suggestion made by the reviewers was to improve assessment. It is obvious by examining the retention rate and the assessment tools and outcomes that perhaps the greatest progress has been made in the area of assessment. The 2024-25 Early Childhood Education Self-Study has worked hard identifying areas for improvement, areas where progress has been made,

and faculty used an informal SWOT analysis to determine program strengths, weaknesses, and challenges.

1. List the areas of the program most in need of improvement.

Recruitment

Ensuring that the AAT is promotes and serves as a pathway for students desiring to enter public education for preschool and kindergarten.

Declining enrollment

Program Effectiveness-Program Strengths, Weaknesses, and Challenges

Strengths

1. Longevity
2. High success rate, retention
3. Meets community childcare provider workforce needs
4. Student Centered

Weaknesses

1. Low Enrollment/ the entire college has declining enrollment
2. Equitable service on three campuses
3. Don't market the success stories
4. Scholarships and funding for students

Program Challenges

1. Declining enrollment for all the communities the college serves which affects college enrollment
2. Few scholarship and tuition incentives for this field
3. Pay for child providers is very low which makes going to school for a degree an expensive process. Unfortunately, providers do not have to have degrees.
4. Program competition with online program availability at other colleges.

2. List program improvements accomplished over the past two years.

1. Better technology infrastructure
2. More online options
3. Provided more fast track classes-students like these and do well in these courses
4. The technology infrastructure at PCC has been improved which has helped with all students
5. Students were allowed to check out computers if one was not available.
6. Established an ongoing "read aloud" schedule for day cares and schools.

3. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

1. Increasing enrollment
2. Finding an easy pathway for upward mobility toward a four-year degree

3. Re-establish advising councils
4. Re-establish Children's Day or some similar activity

Planned Improvement

1. Recruit and market more efficiently and effectively
2. Continue providing technological integration in classroom instructions
3. Reinstate the community advisory boards in both Arkansas and Phillips County
4. Align and integrate the AAS with the AAT which allows students to have more flexibility related to transfer after graduation.
5. Build stronger partnerships with K-12 schools, day cares, and other early childhood providers

Institutional Review Team

The Institutional Review team was composed of Yvette Robertson (co-chair) Christi Freeman (co-chair), Carol Birth, Dean of Arts and Sciences, Dr. Debby King, Retired

Self-Study Committee Review Team

Vice Chancellor Monica Quattlebaum

Dean Carol Birth

Instructor Yvette Robertson

Instructor Christi Freeman

Dr. Deborah Kin, Retired CAO

APPENDICES

Appendix A: Course Syllabi

Appendix B: STACC Skills

Appendix C: Curriculum Change Form

Appendix D: Procedures for Adding and Deleting a Course

Appendix E: Resumes

Appendix F: New Faculty Checklist and Orientation

Appendix G: Faculty Work Schedule, Teaching Load, and Summer Teaching Determination

Appendix H1: Professional Growth of Faculty Members

Appendix H2: AP 367.01: Professional Growth of Faculty Members

Appendix I: ECE Prior Learning Assessment

Appendix J: Job Placement Sites

Appendix K: Employer Satisfaction

APPENDIX A

COURSE SYLLABI



COURSE NAME: Foundations of Early Childhood

Course Number: ECED 10103

Academic Year: Spring 2025

Corequisites: None

Prerequisites: None

Credit Hours: 3 hours

Revision Date: 01/09/25

INSTRUCTOR: Christi Freeman

Office Location: Stuttgart B110
DeWitt A105

Meeting Time & Place: Monday 6:30
Stuttgart B110

Phone #: (870) 946-3506 Ext. 1840

EMAIL: cfreeman@pccua.edu

OFFICE HOURS: Monday & Tuesday
11:00-4:00 Stuttgart, Wed. 10:00-2:00
DeWitt, & by appointment

Course Description: This course provides an overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming, and practices. Students will spend a minimum of 5 hours of observation in diverse early childhood settings

Text & Reading Materials:

Miles, A. 2016. Beginning Essentials in Early Childhood Education. 3rd Edition Cengage publisher. Saddle River, New Jersey. (ISBN: 1-111-830830)

Expected Learning Outcomes:

The student will:

1. Compare different types of early childhood programs.
2. Explain the need for professional code of ethics.
3. Become aware of significant historical developments of early childhood education.

Instructional Goals, Objectives & Measures

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

- Identify the major roles and characteristics of early childhood teacher
- Show understanding by outlining the philosophical foundations and historical forces that have shaped early childhood education.
- Match the developmental principles and major milestones of children from Birth to age eight in the areas of physical, emotional, social and cognitive development.
- Identify the teacher's role in supporting the socialization process in young children.
- Be familiar with strategies which establish effective home and school partnerships.
- Connect the practice of observing children to planning developmentally-appropriate learning experiences.
- Evaluate physical environments, activities, and materials for young children

birth to age eight.

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Students graduating from PCCUA will demonstrate the following core competencies:

1. Social and community responsibility
2. Technology Utilization
3. Analytical and Critical Thinking and Reasoning
4. Communication
5. Cultural Competency-commitment to diversity, equity and inclusion within the context of cultural engagement and understanding

Course Evaluation & Assessment

The course grade will be determined through a variety of experiences such as tests, in-class activities, presentations, projects, and quizzes (both scheduled and unscheduled). assignments, exams, presentations, etc. may be added.

Course Expectations and Policies for Students:

ATTENDANCE AND MISSED CLASSES

Attendance at every class session is mandatory, and will provide you with an opportunity to interact with your fellow classmates and work cooperatively through active learning group and class discussions, projects, short lecture, video and film clips, and question-and-answer sessions. Students are expected to attend the entire class (not bail out halfway through). Attendance at all scheduled classes is highly advised, and students who attend regularly do better in my classes. Students are ONLY allowed two absences. On the third absence, the student may be given an EW and therefore dropped from the course, or may receive an F for the final course grade. Moreover, much of the material covered on exams and quizzes will come directly from lecture, study guide and class activities.

You are responsible for all material covered and any of the announcements made in class, regardless of whether or not you attend. From time to time, assignment due dates and exam dates are changed – you are responsible for knowing this even if you have not attended class. If you must miss a class, you are responsible for getting the notes you missed, and for turning in any assignments. You are expected to get any information you missed from classmates or your instructor.

EXAMS AND QUIZZES

There are ten chapter quizzes and four exams in the course. Exams may consist of multiple choice, short answer, and true/false questions. The final is comprehensive.

Exams will be taken on scheduled dates. Make-up examinations will only be given in cases of legitimate documented illness, emergency, or death in your immediate family. Make-ups must be taken before the next scheduled exam. Students who do not take the exams or quizzes will receive a grade of '0.

RESPECT

Your behavior within the classroom should consider the rights of your classmates and be conducive to an atmosphere of learning. Your cell phones should be put away when class begins. It is disruptive and disrespectful to take calls in class, to leave class for a call, or to otherwise interact with your phone while we are in class (and that includes texting!). THERE SHOULD BE ABSOLUTELY NO TEXTING DURING CLASS. I will deduct one point from your final grade EVERY TIME I have to remind you to put your phone away.

Please be sensitive in how you word things during class discussions. We will all have differing opinions on the issues we will be discussing in class, and it is necessary to have a supportive and healthy classroom environment. Students who create a distraction to the teacher or other students may be asked to leave the classroom.

RESPONSIBILITY

You are expected to take responsibility for yourself and follow all the requirements in completing assignments. You are responsible for making sure you understand the assignments, and for asking questions or setting up a meeting with me. You are responsible for completing the review questions in your course guide.

ASSIGNMENTS

PLAN AHEAD so you can get assignments completed in a timely fashion—computers crash, printers fail, bosses ask us to work late, and cars break down, so do your assignment earlier rather than later. Thanks to email, there is no excuse for failing to turn homework in, even if you have to miss class that day. You have plenty of time to turn things in, so I recommend planning to do so a week before the assignment is due, in case of emergency.

Assignments not turned in by the due date will have a deduction of 10 points off the score. Students are responsible for initiating the scheduling of the missed exams, activities, projects, and/or assignments. Assignments more than two weeks late will NOT be accepted unless arrangements are made with the instructor.

BLACKBOARD

Students may be required to use Blackboard for grades, and other class materials may be posted on Blackboard. If you do not have a computer at home, you may check one out from the college or use the computer labs on campus. Your login is the same as your student e-mail login. Contact the help desk if you have trouble.

Grading Scale

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

Early Assessment of Learning Measure

Students are required to have a passing grade in the course at the end of the first 4 weeks of class with all assignments completed and up to date.

Intervention Based on Early Assessment Outcome

Any student not having a passing grade and/or having missing assignments will be required to document to the instructor the student's own personal weekly lecture notes and key term definitions to be used as study guides for tests. Additional exercises will be assigned on the chapter content. Students will be required to follow these procedures until the course grade is brought up to a passing grade and/or all assignments are up to date.

Support for Learning

Students will be assessed for learning outcomes by the fourth week of classes. The students will be required to complete study guides for tests. The instructor will review with the student over their study guides until the course grade is brought up to a passing grade.

Academic Honesty Policy

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own, those of another author without attribution, and buying or downloading a paper from the internet. The academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and disciplinary sanctions which may include probation or suspension from the college. Plagiarism includes, but is not limited to, copying another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

Campus Support Services

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA Policy

Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus.

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1628

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at <http://www.pccua.edu/students/student-assistance/students-with-disabilities/>

FERPA Policy

Phillips Community College of the University of Arkansas complies with the Family

Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records.

Insurance

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted United Healthcare Student Resources. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and Universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer- <http://www.adhe.edu/> (Click) Arkansas Course Transfer System

AI Statement

At our college, we value creativity, critical thinking and originality in all academic work. While students are allowed to use various tools and resources to support their learning, including technology like AI, it is essential that all submitted work remains the student's own.

This means that while you can use these tools to help generate ideas or understand difficult concepts, the final work you submit must be written in your own words and reflect your own thoughts. Using someone else's words, ideas, or work without giving them credit is considered plagiarism.

Plagiarism is a serious offense. If a student is found to have submitted plagiarized work, there will be strict consequences. These may include receiving a failing grade on the assignment, a reduction in the overall course grade, or even more severe academic penalties, depending on the situation.

We encourage all students to take pride in their work, ensuring it is both original and authentic. If you have any questions about what is allowed, please talk to your professor or academic advisor. We are here to help you succeed in a way that is honest and fair.

College Delay or Closure

Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on Blackboard.

Suggestions for Success

Read the class assignments before each class. Come to class with any questions you have about your readings. Following class, review your notes and fill in any blank spaces.

Writing Expectations

Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing.

- Typed Double-spaced lines
- Arial fonts only, 12-point font

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

Foundations of ECE

Month	Date	Lecture	Due dates
January	13	Syllabus/Requirements/Get Acquainted	
	20	Martin Luther King Jr. Day (No Class)	
	27	Chapter 1: History and Current Issues of Early Childhood Education	Quiz
February	3	Chapter 2: Types of Programs	Quiz
	10	Chapter 3: Defining the Young Child	Quiz
	17	Exam on Chapters 1, 2, & 3	Exam
	24	Chapter 4: Developmental and Learning Theories	Quiz
March Mid-term Grades March 5 ^h	3	Chapter 5: Teaching: A Professional Commitment	Quiz
	10	Chapter 6: Observation and Assessment: Learning to Read the Child	Quiz
	17	Exam on Chapters 4, 5, & 6	Exam
	24	Spring Break (No Class)	
	31	Chapter 7: Guidance Essentials	Quiz
April	7	Chapter 8: Families and Teachers: An Essential Partnership	Quiz
	14	Chapter 9: Creating Environments	Quiz
	21	Chapter 10: Curriculum Essentials	Quiz
	28	Exam on Chapters 7, 8, 9, & 10	Exam
May Grades due May 12 th	5	Final Exam	EXAM



Course Name: Math & Science for ECED
Course Number: ECED 22053
Prerequisites: None
Corequisites: None
Credit Hours: 3
Academic year: Spring 2024

Instructor: Christi Freeman
Office Location: Stuttgart B110 DeWitt A105
Office Phone: (870) 946-3506 Ext. 1840
Email: cfreeman@pccua.edu
Meeting Time & Place: Tuesday 4:00
Stuttgart B110
Office Hours: Mon/Tue 11:00-4:00 Stuttgart
Wed 9:00-1:00 DeWitt & by appointment

Revised: 01/24/24

Text and Reading Materials:

Charlesworth, Rosalind Math and Science for Young Children 8th edition Cengage, Boston, MA
ISBN: 9781305088955

Course Description:

Students will become familiar with a variety of ways to introduce children Birth through pre-kindergarten, including children with special needs to ideas and concepts related to math and science. Students will create activities; plan and practice developmentally appropriate experiences that would meet recognized standards (NAEYC, NCTM, etc.) for these areas

Course Competencies

- Demonstrate use of inquiry method for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c, 6d)
- Demonstrate the ability to connect with families about math and science concepts for children birth through Pre-kindergarten, including children with special needs (NAEYC 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d)
- Apply knowledge of children's growth to appropriate teaching strategies for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5c, 6d, 6e)
- Develop quality math and science learning environments for children birth through pre-kindergarten, including children with special needs. (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 6b, 5c, 6a)
- Observe and document children's learning, birth through Pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c)
- Differentiate the process skills needed for math and science experiences for children birth through Pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d, 4a)

Student Learning Outcomes

Goals: Students will

- Demonstrate use of inquiry method for children birth through pre-kindergarten, including children with special needs
- Demonstrate the ability to connect with families about math and science concepts for children birth through pre-kindergarten, including children with special needs
- Apply knowledge of children's growth to appropriate teaching strategies for children birth through Pre-kindergarten, including children with special needs
- Develop quality math and science learning environments for children birth through pre-kindergarten, including children with special needs

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2. Technology Utilization
3. Analytical and Critical Thinking and Reasoning
4. Communication
5. Cultural Competency-Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding

Attendance Policy

Students are expected to attend all scheduled classes regularly, punctually and with all completed assignments at the time stated on the course syllabus. Students are ONLY allowed two allowed absences. On the third absence, the student may be given an EW and therefore dropped from the course, or may receive an F for the final course grade. Only extenuating circumstances will be excluded from this policy. The instructor will determine if it is an extenuating circumstance. If an emergency that prevents you from contacting me prior to class, contact me as soon as possible. Students are expected to remain in class for the entire class period as stated on the course. Three tardies and/or three times leaving early will constitute as one absence.

COURSE EVALUATION & ASSESSMENT

The course grade will be determined through a variety of experiences such as tests, in-class activities, presentations, projects, and quizzes (both scheduled and unscheduled). assignments, exams, presentations, etc. may be added.

GRADING POLICY

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

ASSIGNMENTS

Students are expected to complete each assignment by the due date. Completing assignments will prepare the students for quizzes and exams. Students who do not complete the assignments will have a difficult time completing the course successfully.

Documents must be prepared in correct document format (all included in your course guide and online materials) with correct grammar, punctuation, spelling, and mechanics. NOTE: If your word processing software is anything other than Microsoft Word, you MUST save your work in Rich Text Format (.rtf). Only Word files (.doc or .docx) and Rich Text Format (.rtf) can be opened in Blackboard.

All assignments MUST be submitted to the instructor by the due date. No assignments can be submitted late. Once the assignment has closed, you will not have another opportunity to submit your work, unless arrangements have been made with the instructor.

EARLY ASSESSMENT OF LEARNING MEASURE

Chapter exams will be given early in the semester. Students will be able to see grades after the test due date.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME

Students will have multiple quiz attempts for each chapter. Students are encouraged to complete those attempts to better prepare themselves for the exams. The instructor will email students or discuss grade in person if the course grade falls below a "C".

SUPPORT FOR LEARNING

Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material as noted in the "Early Assessment of Learning Measure" and "Intervention Based on Early Assessment Outcome" sections.

BLACKBOARD

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AI Statement

At our college, we value creativity, critical thinking and originality in all academic work. While students are allowed to use various tools and resources to support their learning, including technology like AI, it is essential that all submitted work remains the student's own.

This means that while you can use these tools to help generate ideas or understand difficult concepts, the final work you submit must be written in your own words and reflect your own thoughts. Using someone else's words, ideas, or work without giving them credit is considered plagiarism.

Plagiarism is a serious offense. If a student is found to have submitted plagiarized work, there will be strict consequences. These may include receiving a failing grade on the assignment, a reduction in the overall course grade, or even more severe academic penalties, depending on the situation.

We encourage all students to take pride in their work, ensuring it is both original and authentic. If you have any questions about what is allowed, please talk to your professor or academic advisor. We are here to help you succeed in a way that is honest and fair.

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If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **Blackboard**.

Suggestions for Success

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Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing.

- Typed **Double-spaced** lines
- **Arial** fonts only, **12-point font**

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Math & Science for ECED

Month	Date	Lecture	Due dates
January	14	Syllabus/Requirements/Get Acquainted	
	21	Chapter 1: Development, Acquisition, Problem Solving, & Assessment	Quiz
	28	Chapter 3: Prekindergarten and Kindergarten Concepts & Skills	Quiz
February	4	Chapter 4: Early Geometry, Parts & Wholes, and Applications of Fundamental Concepts	Quiz
	11	Chapter 5: Pre-K-K: Ordering, Measurement, and Data Collection & Analysis	Quiz
	18	Chapter 6: Integrating the Curriculum	Quiz
	25	Exam on Chapters 1, 3, 4, 5 & 6	Exam
March Mid-term Grades March 5 ^h	4	Chapter 7:	Quiz
	11	Chapter 8:	Quiz
	18	Chapter 9:	Quiz
	25	Spring Break (No Class)	
April	1	Exam on Chapters 7-9	Exam
	8	Chapter 10:	Quiz
	15	Chapter 11:	Quiz
	22	Chapter 12:	Quiz
	29	Exam on Chapters 10-12	Exam
May Grades due May 12 ^h	6	Final Exam (Comprehensive)	EXAM



Course Name: Literacy & Language Arts
Course Number: ECED25053
Prerequisites: None
Corequisites: None
Credit Hours: 3
Academic Year: Spring 2025

Instructor: Christi Freeman
Office Location: Stuttgart B110 DeWitt A105
Office Phone: (870) 946-3506 Ext. 1840
Email: cfreeman@pccua.edu
Meeting Time & Place: Tuesday 4:00
Stuttgart B110
Office Hours: Mon/Tue 11:00-4:00 Stuttgart
Wed 9:00-1:00 DeWitt & by appointment

Revised: 01/24/24

Text and Reading Materials:

Zimbalist, A. & Machado, J. Early Childhood Experiences in Language Arts, 12th edition Cengage, Boston, MA ISBN: 9780357513088

Course Description:

This course is designed to make the early childhood educator aware of the acquisition of language and how to provide children birth through pre-kindergarten, including children with special needs with language rich environments by incorporating the four areas of language: speaking, listening, writing and reading. This course is designed to provide students with practical literacy and language activities for young children.

COURSE GOALS

1. To help students gain the knowledge and practical skills to implement an integrated language arts program.
2. To familiarize students that young children learn best when they are actively engaged and materials are presented in a meaningful way.

STUDENT LEARNING OUTCOMES AND COURSE COMPETENCIES

Upon completion of the course the student should be able to:

- Use of the literacy strategies through development of a variety of activities for children birth through pre-kindergarten, including children with special needs (NAEYC 4a, 4b, 4c, 4d)
- Connect with families about literacy content for children birth through pre-kindergarten, including children with special needs (NAEYC 2a, 2b, 2c, 4a)
- Apply knowledge of children's growth to appropriate teaching strategies children birth through pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d)
- Observe and document children's learning through the use of the Arkansas State Standards: Child Development Early Learning Standards. (NAEYC 3a, 3b, 3c, 3d, 5b)
- Connect research, knowledge, and practice to the development of a variety of literacy activities for children birth through pre-kindergarten, including children with special needs (NAEYC 4b, 4c, 4d, 5c, 5d)
- Discuss the relationships of the components of language arts, reading, speaking, listening, and writing.
- Students should be able to create a language stimulating learning environment that promotes literacy.

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INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME

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SUPPORT FOR LEARNING

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If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **Blackboard**.

Suggestions for Success

Read the class assignments before each class. Come to class with any questions you have about your readings. Following class, review your notes and fill in any blank spaces.

Writing Expectations:

Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing.

- Typed **Double-spaced** lines
- **Arial** fonts only, **12-point font**

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.



Math & Science for ECED

Month	Date	Lecture	Due dates
January	14	Syllabus/Requirements/Get Acquainted	
	21	Chapter 1: Beginnings of Communication	Quiz
	28	Chapter 2: The Tasks of the Toddler	Quiz
February	4	Chapter 3: Preschool Years	Quiz
	11	Exam on Chapters 1-3	Quiz
	18	Chapter 5: Achieving Language & literacy Goals through Program Planning	Quiz
	25	Chapter 6: Promoting Language & Literacy	Exam
March Mid-term Grades March 5 ^h	4	Chapter 7: Developing Listening Skills	Quiz
	11	Exam on Chapters 5-7	Quiz
	18	Discuss Chapters 8-10	Quiz
	25	Spring Break (No Class)	
April	1	Chapter 11:	Exam
	8	Chapter 13:	Quiz
	15	Chapter 14:	Quiz
	22	Chapter 16:	Quiz
	29	Exam on Chapters 10-12	Exam
May Grades due May 12 th	6	Final Exam (Comprehensive)	EXAM

Course Name: Applications of Child Care

Course number: ECED 12003

Prerequisites: none

**Co-requisites: Field Experience II
ECED 21061**

Credit Hours: 3

Academic Year: Spring 2025

Lab: (240 hours in a licensed childcare facility)

Instructor: Christi Freeman

Office Location: Stuttgart B110 DeWitt A105

Office Phone: (870) 673-4201 ext. 1840

Email: cfreeman@pccua.edu

Revised 01/09/25

Course Description

This course will explain the process a student must undertake to receive a Child Development Associate Credential (CDA). The course will provide a thorough review of the 6 Competency Standards and the Functional areas identified by the Council for Early Childhood Professional Recognition. The course will assist the student in the development and completion of the Professional portfolio.

Text & Reading Materials:

- Essentials: for working with Young Children (2013). Council for Professional Recognition. Washington, DC (I ISBN # 978-0-9889650-6-6)
- The Child Development Associate National Credentialing Program and CDA Competency Standard. (2013). Council for Professional Recognition. WA, DC (978-0-9889650-0-3)

Expected Learning Outcomes:

The student will:

1. Explain the need for professional code of ethics.
2. Identify and explain the six CDA Competency Goals and thirteen (13) Functional Areas (6)
3. Compile the required CDA Professional portfolio.

Instructional, goals, Objectives & Measures:

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

- Explain the roles of the early childhood education professional
- Describe how young children grow, develop, and learn
- Identify developmentally appropriate ways in teaching young children
- Explore, identify and explain the process for attaining the nationally recognized Child Development Associate (CDA) Credential given by the Council for Professional Recognition in Washington, D.C.

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ATTENDANCE AND MISSED CLASSES:

Attendance at every class session is mandatory, and will provide you with an opportunity to interact with your fellow classmates and work cooperatively through active learning group and class discussions, projects, short lecture, video and film clips, and question-and-answer sessions. Attendance at all scheduled classes is highly advised, and students who attend regularly do better in my classes. Students are **ONLY** allowed **two absences**. On the third absence, the student *may* be given a W and therefore dropped from the course, or may receive an F for the final course grade. Moreover, much of the material covered on exams and quizzes will come directly from lecture, study guide and class activities.

You are responsible for all material covered and any of the announcements made in class, regardless of whether or not you attend. From time to time, assignment due dates and exam dates are changed – you are responsible for knowing this even if you have not attended class. If you must miss a class, you are responsible for getting the notes you missed, and for turning in any assignments. You are expected to get any information you missed from *classmates or your instructor*.

EXAMS AND QUIZZES:

There are six-chapter quizzes and two exams in the course. Exams may consist of multiple choice, true/false questions, short answer, and essay questions. Exams will be taken on scheduled dates. Make-up examinations will only be given in cases of legitimate *documented* illness, emergency, or death in your immediate family. Make-ups must be taken before the next scheduled exam. Students who do not take the exams or quizzes will receive a grade of '0.

RESPECT:

Your behavior within the classroom should consider the rights of your classmates and be conducive to an atmosphere of learning. Your cell phones should be put away when class begins. It is disruptive and disrespectful to take calls in class, to leave class for a call, or to otherwise interact with your phone while we are in class. There should be absolutely **NO TEXTING** during class. I will deduct one point from your final grade EVERY time I have to remind you to put your phone away.

Please be sensitive in how you word things during class discussions. We will all have differing opinions on the issues we will be discussing in class, and it is necessary to have a supportive and healthy classroom environment. Students who create a distraction for the teacher or other students may be asked to leave the classroom.

RESPONSIBILITY:

You are expected to take responsibility for yourself and follow all the requirements in completing assignments. You are responsible for making sure you understand the assignments, and for asking questions or setting up a meeting with me.

ASSIGNMENTS:

Plan ahead so you can get assignments completed in a timely fashion—computers crash, printers fail, bosses ask us to work late, and cars break down, so do your assignment earlier rather than later. Thanks to email, there is no excuse for failing to turn homework in, even if you have to miss class that day. You have plenty of time to turn things in, so I recommend planning to do so a week before the assignment is due, in case of emergency.

Assignments not turned in by the due date will have a **deduction of 10 points** off the score.

Students are responsible for initiating the scheduling of the missed exams, activities, projects, and/or assignments. Assignments **more than two weeks late will NOT be accepted** unless arrangements are made with the instructor.

BLACKBOARD: Students may be required to use Blackboard for grades, and other class materials may be posted on Blackboard. If you do not have a computer at home, you may check one out from the college or use the computer labs on campus. Your login is the same as your student e-mail login. Contact the **help desk** if you have trouble.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Early Assessment of Learning Measure

Students are required to have a passing grade in the course at the end of the first 4 weeks of class with **all** assignments completed and up to date.

Intervention Based on Early Assessment Outcome

Any student not having a passing grade and/or having missing assignments will be required to document to the instructor the student's own personal weekly lecture notes and key term definitions to be used as study guides for tests. Additional exercises will be assigned on the chapter content. Students will be required to follow these procedures until the course grade is brought up to a passing grade and/or all assignments are up to date.

Support for Learning:

Students will be assessed for learning outcomes by the fourth week of classes. The students **will be** required to complete study guides for tests. The instructor will review with the student over their study guides until the course grade is brought up to a passing grade.

Academic Honesty Policy

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own, those of another author without attribution, and buying or downloading a paper from the internet. The academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and disciplinary sanctions which may include probation or suspension from the college.

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and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer- <http://www.adhe.edu/> (Click) Arkansas Course Transfer System

College Delay or Closure

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If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **Blackboard**.

Suggestions for Success

Read the class assignments before each class. Come to class with any questions you have about your readings. Following class, review your notes and fill in any blank spaces.

Writing Expectations:

Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing.

- Typed **Double-spaced** lines
- **Arial** fonts only, **12-point font**

Supply List

To organize your Professional Portfolio, you will need:

- **Removable drive** (put on key chain)
- 1½ inch binder (**plastic sheet on front cover**)
- File index tabs
- 9 dividers/in different colors (**Heavy duty**)
- 75 plastic sleeve-protectors (**Heavy Duty**)

You will also need:

- Sticky notes
- Stick glue
- Highlighter, pen, pencil

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.



Applications of Childcare

Month	Date	Lecture	Due dates
January	13	Syllabus/Requirements/Get Acquainted	
	20	Martin Luther King Jr. Day (No Class)	
	27	Overview (Standards book)/Minimum Licensing Requirements	
February	3	CDA Functional Area 7: Creative	Quiz
	10	CDA Functional Area 8: Self	Quiz
	17	CDA Functional Area 9: Social	Quiz
	24	Midterm Exam Chapters 7-9	EXAM
March Mid-term Grades March 5 ^h	3	CDA Functional Area 11: Families	Quiz
	10		

	17	CDA Functional Area 12: Program Management	Quiz
	24	Spring Break (No Class)	
	31		
April	7	CDA Functional Area 13: Professionalism	Quiz
	14		
	21	Professional Portfolio Due	
	28		
May Grades due May 12 th	5	Final Exam	EXAM



Monday @ 6:30

Applications of Childcare

Spring 2024

Evaluation & Assessment

☺ You can easily figure out your progress in this course by keeping track of your grades

Dates	1/8	1/22	1/29	2/5	2/12	2/19	2/26	3/4	3/11	3/25	4/1	4/8	4/15	4/22	4/29
Attendance															

Requirements	Points	Exams	In-class Quizzes	Blackboard Quizzes
Exams	700	Exam _____ 100 pts (Creative) Exam _____ 100 pts (Self) Exam _____ 100 pts (Social) Exam _____ 100 pts (Families)	Exam _____ 100 pts (Prog. Management) Exam _____ 100 pts (Professionalism) Exam _____ 100pts (Final)	
Portfolio Assignments	400	CS III _____ 25pts CS III a _____ 25pts CS III b _____ 25 pts	CS VI _____ 25 pts CS VI a _____ 25 pts CS VI b _____ 25 pts	

Apply Your Knowledge		CS IV _____ 25 pts	
		CS IV a _____ 25 pts	
		CS IV b _____ 25pts	Resource item _____ 25 pts
		CS IV c _____ 25pts	Resource item _____ 25 pts
		CS V _____ 25pts	Resource item _____ 25 pts
		CS V a _____ 25pts	Resource item _____ 25 pts
	200	Professional Philosophy _____ 100 pts	
		240 hours In-field _____ 100 pts	
		(Grade for Field Experience)	

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

"Play is the only way the highest intelligence of humankind can unfold." ~Joseph Chilton Pearce



Course name & #: Future Perspectives ECD 283/
ECD 28053 & Practicum ECD 293/ECD 29053

Academic Year: Spring 2024

Credit Hours: 3 hours each

Prerequisites: None

Corequisites: 96 hrs. field experience

Revision Date: 01/24/24

INSTRUCTOR: Christi Freeman

Office Location: Stuttgart B110

DeWitt A105

Meeting Time & Place: Tue. 4:00

Stuttgart B110

Phone #: (870) 946-3506 Ext. 1840

EMAIL: cfreeman@pccua.edu

OFFICE HOURS: Monday & Tuesday

11:00-4:00 Stuttgart, Wed. 9:00-1:00

DeWitt, & by appointment

Future Perspectives in Early Childhood Course Description:

This course introduces students to current research in the field of Early Childhood education. Students will develop a knowledge base of the NAEYC Code of Conduct through analyzing case studies designed to demonstrate competencies compatible with current research and practice, development of a professional portfolio to demonstrate competencies in the skills relating to the NAEYC Associate Degree Standards.

Text & Reading Materials:

Miles, A. 2016. Beginning Essentials in Early Childhood Education. 3rd Edition Cengage publisher. Saddle River, New Jersey. (ISBN: 1-111-830830)

Expected Learning Outcomes:

- Demonstrate developmentally appropriate experiences for children birth through Pre-kindergarten including children with special needs. (NAEYC 1a, 1b, 1c, 2b, 2c, 3d, 4a, 4b, 4c, 4d)
- Develop a professional portfolio following NAEYC Standards for Associate Degree Programs (NAYEC 6a, 6c, 6d) § Apply the NAEYC Code of Ethical Conduct to their professional characteristics (NAEYC 6b, 6e)
- Use current research to support developmentally appropriate strategies in the classroom while working with children birth through Pre-kindergarten, including children with special needs. (NAEYC 4b, 4c, 4d, 5a, 5b, 5c) § Describe the various perspectives involved in childcare situations (NAEYC 1a, 2a, 3a, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5) · Provide evidence of membership in professional organizations related to the early childhood field. (NAEYC 6a, 6b)

Practicum (96 hours) Course Description: Students must be employed or volunteer in a licensed childcare facility to apply the knowledge acquired and skills learned in previous coursework. Observation of the student's work and evaluation of student skills are conducted by instructors following the NAEYC Associate Standards. Students must demonstrate competency in all areas observed and complete a minimum number of clock hours, determined by the institution, of observation and work experience with children birth to five.

Expected Learning Outcomes:

- Apply new knowledge regarding how children grow and learn in a childcare setting designed for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 4c, 4d, SS4).
- Demonstrate knowledge of developmentally appropriate practices for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, SS 1, 3, 4)
- Reflect using prior knowledge to link new ideas to familiar ones while working with children birth through Pre-kindergarten, including children with special needs (NAEYC 4b, 4c, 4d)
- Demonstrate proficiency in working with diverse populations of students, families and community groups (NAEYC 2a, 2b, 2c, 4a)
- Demonstrate knowledge of a variety of observational and authentic assessment options and their appropriate use with children birth through Pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)
- Evaluate the early childhood environment for children birth through Pre-kindergarten, including children with special needs developmental appropriateness (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 3d, 4b, 4d, 5a, 5b, 5c, 5e)
- Connect ethical practices and standards and other professional guidelines to staff behaviors. (NAEYC 5a, 5b, 5c).

Instructional Goals, Objectives & Measures

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

- Identify the major roles and characteristics of an early childhood teacher
- Show understanding by outlining the philosophical foundations and historical forces that have shaped early childhood education.
- Match the developmental principles and major milestones of children from Birth to age eight in the areas of physical, emotional, social and cognitive development.
- Identify the teacher's role in supporting the socialization process in young children.
- Be familiar with strategies which establish effective home and school partnerships.
- Connect the practice of observing children to planning developmentally-appropriate learning experiences.
- Evaluate physical environments, activities, and materials for young children birth to age eight.

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Students graduating from PCCUA will demonstrate the following core competencies:

1. Social and community responsibility
2. Technology Utilization
3. Analytical and Critical Thinking and Reasoning
4. Communication
5. Cultural Competency-Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding

Course Evaluation & Assessment

The course grade will be determined through a variety of experiences such as tests, in-class activities, presentations, projects, and quizzes (both scheduled and unscheduled). assignments, exams, presentations, etc. may be added.

Course Expectations and Policies for Students:

ATTENDANCE AND MISSED CLASSES: Attendance at every class session is mandatory, and will provide you with an opportunity to interact with your fellow classmates and work cooperatively through active learning group and class discussions, projects, short lecture, video and film clips, and question-and-answer sessions. Students are expected to attend the entire class (not bail out halfway through).

Attendance at all scheduled classes is highly advised, and students who attend regularly do better in my classes. Students are ONLY allowed two absences. On the third absence, the student may be given an EW and therefore dropped from the course, or may receive an F for the final course grade. Moreover, much of the material covered on exams and quizzes will come directly from lecture, study guide and class activities.

You are responsible for all material covered and any of the announcements made in class, regardless of whether or not you attend. From time to time, assignment due dates and exam dates are changed – you are responsible for knowing this even if you have not attended class. If you must miss a class, you are responsible for getting the notes you missed, and for turning in any assignments. You are expected to get any information you missed from classmates or your instructor.

EXAMS AND QUIZZES: There are ten-chapter exams and one final exam in the course. Exams may consist of multiple choice, short answer, and true/false questions. The final is comprehensive. You will also choose one child on which to do a complete comprehensive child study. There will be 4 case studies worth 100 points each.

Exams will be taken on scheduled dates. Make-up examinations will only be given in cases of legitimate documented illness, emergency, or death in your immediate family (this does not include friends, roommates, pets, distant relatives, etc.). Make-ups must be taken before the next scheduled exam. Students who do not take the exams or quizzes will receive a grade of '0.

RESPECT: Your behavior within the classroom should consider the rights of your classmates and be conducive to an atmosphere of learning. Your cell phones should be put away when class begins. It is disruptive and disrespectful to take calls in class, to leave class for a call, or to otherwise interact with your phone while we are in class (and that includes texting!). THERE SHOULD BE ABSOLUTELY NO TEXTING DURING CLASS. I will deduct one point from your final grade EVERY TIME I have to remind you to put your phone away.

Please be sensitive in how you word things during class discussions. We will all have differing opinions on the issues we will be discussing in class, and it is necessary to have a supportive and healthy classroom environment. Students who create a distraction to the teacher or other students may be asked to leave the classroom.

RESPONSIBILITY: You are expected to take responsibility for yourself and follow all the requirements in completing assignments. You are responsible for making sure you understand the assignments, and for asking questions or setting up a meeting with me. You are responsible for completing the review questions in your course guide.

ASSIGNMENTS: PLAN AHEAD so you can get assignments completed in a timely fashion—computers crash, printers fail, bosses ask us to work late, and cars break down, so do your assignment earlier rather than later. Thanks to email, there is no excuse for failing to turn homework in, even if you have to miss class that day. You have plenty of time to turn things in, so I recommend planning to do so a week before the assignment is due, in case of emergency.

Assignments not turned in by the due date will have a deduction of 10 points off the score. Students are responsible for initiating the scheduling of the missed exams, activities, projects, and/or assignments. Assignments more than two weeks late will NOT be accepted unless arrangements are made with the instructor.

BLACKBOARD: Students may be required to use Blackboard for grades, and other class materials may be posted on Blackboard. If you do not have a computer at home, you may check one out from the college or use the computer labs on campus. Your login is the same as your student e-mail login. Contact the help desk if you have trouble.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Early Assessment of Learning Measure

Students are required to have a passing grade in the course at the end of the first 4 weeks of class with all assignments completed and up to date.

Intervention Based on Early Assessment Outcome

Any student not having a passing grade and/or having missing assignments will be required to document to the instructor the student's own personal weekly lecture notes and key term definitions to be used as

study guides for tests. Additional exercises will be assigned on the chapter content. Students will be required to follow these procedures until the course grade is brought up to a passing grade and/or all assignments are up to date.

Support for Learning:

Students will be assessed for learning outcomes by the fourth week of classes. The students will be required to complete study guides for tests. The instructor will review with the student over their study guides until the course grade is brought up to a passing grade.

Academic Honesty Policy

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are one's own, those of another author without attribution, and buying or downloading a paper from the internet. The academic dishonesty in this course is a "0" for the assignment with notification of the infraction to the Dean of Instruction. A second instance of academic dishonesty will result in a failing grade for the course and disciplinary sanctions which may include probation or suspension from the college. Plagiarism includes, but is not limited to, copying another individual's work and taking credit for it, paraphrasing information from a source without proper documentation, mixing one's own words with those of another author without attribution, and buying or downloading a paper from the internet.

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The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at <http://www.pccua.edu/students/student-assistance/students-with-disabilities/>

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If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on Blackboard.

Suggestions for Success

Read the class assignments before each class. Come to class with any questions you have about your readings. Following class, review your notes and fill in any blank spaces.

Writing Expectations:

Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing.

- Typed Double-spaced lines
- Arial fonts only, 12-point font

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

Future Perspectives & Practicum

2024/Tentative Schedule

Month	Date	Lecture	Due dates
January	9	Syllabus/Requirements/Get Acquainted	
	16	Chapter 1: Starting the Process	Quiz
	23	Chapter 2: Observation, Assessment, Evaluation, and Documentation	Quiz
	30	Chapter 3: Creating Curriculum	Quiz
February	6	Exam (Chp. 1, 2, & 3)	EXAM
	13	Chapter 4: The Learning Environment	Quiz
	20	Chapter 6: Technology	Quiz
Mid-term Grades March 5 ^h	27	Exam (Chp. 4 & 6)	EXAM
March	5	Chapter 7: Engineering and Construction: Blocks & woodworking	Quiz
	12	Chapter 10: Art	Quiz
	19	Spring Break (No Class)	
	26	Exam (Chp. 7 & 10)	EXAM
April	2	Chapter 12: Performing Arts: Dramatic Play and Social Studies	Quiz
	9	Chapter 13: Fine Motor and Manipulatives	Quiz
	16	Chapter 14: Large motor and Outdoor Play	Quiz
	23	Exam (Chp. 12, 13, & 14)	EXAM
Grades due May 6 ^h	30	Final Exam	EXAM



Course Name: The Family
Course Number: SOCI 22363
Prerequisites: None
Corequisites: None
Credit Hours: 3

Instructor: Christi Freeman
Office Location: Stuttgart B110 DeWitt A105
Office Phone: (870) 946-3506 Ext. 1840
Email: cfreeman@pccua.edu
Meeting Time & Place: Wednesday 6:30
DeWitt B105/Stuttgart B110
Office Hours: Mon/Tue 11:00-4:00 Stuttgart
Wed 10:00-2:00 DeWitt & by appointment

Revised: 01/09/25

Course Description:

This course is a study of the development of family, courtship, mate selection, and adjustment to problems in marriage. It emphasizes factors influencing the organization and disorganization of the family.

Text and Reading Materials:

Couchenour, D. & Chrisman, K. Families, Schools, and Communities, 5th edition, Cengage learning. (ISBN-13: 978-1-133-93894-1).

EXPECTED LEARNING OUTCOMES:

- Develop a student understanding of the types of families, the problems and challenges of today's families, and the role that educational institutions play in the support and encouragement of the family.
- Make students aware of how families have changed through the years and how that change has affected our society.
- Comprehend the impact of monetary resources, divorce, single parents, remarriage, and blended families on family members.

Instructional Goals, Objectives & Measures:

- Provide an environment that encourages active participation in the learning process and support each student to use his/her unique abilities to successfully complete the course.
- Use a variety of methods in the teaching/learning process
- Maintain high and clear standards and expectations for each assignment.

PCCUA CORE COMPETENCIES

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Students graduating from PCCUA will demonstrate the following core competencies:

1. Social and community responsibility
2. Technology Utilization
3. Analytical and Critical Thinking and Reasoning
4. Communication
5. Cultural Competency-Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding

Attendance Policy

Students are expected to attend all scheduled classes regularly, punctually and with all completed assignments at the time stated on the course syllabus. Students are ONLY allowed two allowed absences. On the third absence, the student may be given an W and therefore dropped from the course, or may receive an F for the final course grade. Only extenuating circumstances will be excluded from this policy. The instructor will determine if it is an extenuating circumstance. If an emergency that prevents you from contacting me prior to class, contact me as soon as possible. Students are expected to remain in class for the entire class period as stated on the course. Three tardies and/or three times leaving early will constitute as one absence.

COURSE EVALUATION & ASSESSMENT

The course will be evaluated using quizzes, tests, article or movie reviews, group and/or individual assignments, and case studies. All assignments must be typed and printed PRIOR to class. Having assignments on a flash drive is not considered a completed assignment. There are computer labs/printers on all PCCUA campuses that are available for students to use.

GRADING POLICY

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

ASSIGNMENTS

Students are expected to complete each assignment by the due date. Completing assignments will prepare the students for quizzes and exams. Students who do not complete the assignments will have a difficult time completing the course successfully.

Documents must be prepared in correct document format (Arial 12 point font, **double spaced**) with correct grammar, punctuation, spelling, and mechanics.

All assignments **MUST** be submitted to the instructor by the due date. No assignments will be accepted after the due date unless prior arrangements have been made with the instructor.

Early Assessment of Learning Measure

Students are required to have a passing grade in the course at the end of the first 4 weeks of class with **all** assignments completed and up to date.

Intervention Based on Early Assessment Outcome

Any student not having a passing grade and/or having missing assignments will be required to document to the instructor the student's own personal weekly lecture notes and key term definitions to be used as study guides for tests. Additional exercises will be assigned on the chapter content. Students will be required to follow these procedures until the course grade is brought up to a passing grade and/or all assignments are up to date.

Support for Learning:

Students will be assessed for learning outcomes by the fourth week of classes. The students **will be** required to complete study guides for tests. The instructor will review with the student over their study guides until the course grade is brought up to a passing grade.

BLACKBOARD

Students may be given assignments and exams to complete via Blackboard. Blackboard can be accessed using any computer with internet access. Quizzes and exams in Blackboard are timed. Once students enter the assessment, it must be completed within 60 minutes and **CANNOT** be closed and then reopened; it must be completed in one sitting.

Academic Honesty Policy

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Cheating in this class: Cheating will not be tolerated. If you are cheating one time, you will receive an "F" for the whole assignment (not limited to that one assignment). If found cheating a second time, you will receive an "F" for this course. This policy also applies to a student who allows another person access to their Blackboard account.

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Insurance

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AI Statement

At our college, we value creativity, critical thinking and originality in all academic work. While students are allowed to use various tools and resources to support their learning, including technology like AI, it is essential that all submitted work remains the student's own.

This means that while you can use these tools to help generate ideas or understand difficult concepts, the final work you submit must be written in your own words and reflect your own thoughts. Using someone else's words, ideas, or work without giving them credit is considered plagiarism.

Plagiarism is a serious offense. If a student is found to have submitted plagiarized work, there will be strict consequences. These may include receiving a failing grade on the assignment, a reduction in the overall course grade, or even more severe academic penalties, depending on the situation.

We encourage all students to take pride in their work, ensuring it is both original and authentic. If you have any questions about what is allowed, please talk to your professor or academic advisor. We are here to help you succeed in a way that is honest and fair.

College Delay or Closure:

Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed. If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **Blackboard**. **All courses that are currently delivered via a distance (online or synchronized interactive video) will continue to be delivered by that format in the event of a school closure. Students who are currently delivered classes through synchronized interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.**

Suggestions for Success:

Read the class assignments **BEFORE** each class. Come to class with any questions you have about your readings. Following class, review your notes and fill in any blank spaces.

Writing expectations:

Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing.

- Typed double-spaced lines
- Arial font
- 12 point font

Child Guidance Tentative Schedule

Month	Date	Lecture	Due dates
January	15	Syllabus/Requirements/Get Acquainted	
	22	Chapter 1 A Theory-Based Approach to Family Involvement	Quiz
	29	Chapter 2 Understanding Family Diversity	Quiz
February	5	Chapter 3 Developmental Issues in Families with Young Children	Quiz
	12	Exam Chapters 1-3	Exam Case Study 1 due
	19	Chapter 4 Family Strengths, Family functions, & Family Structure	Quiz
	26	Chapter 5 Parenting	Quiz
March	5	Chapter 6 Family Stress	Quiz
Mid-term Grades Mar 11th	12	Exam Chapters 4-6	Exam
	19	Chapter 7 A Family-Based Philosophy in Early Childhood Education	Quiz Case Study 2 due
	26	Spring Break No Class	
April	2	Chapter 8 Family-Staff Relationships	Quiz
	9	Chapter 9 Supporting Young Children's Learning at Home	Quiz
	16	Chapter 10 Parent Education and Family Life Education	Quiz
	23	Exam Chapters 7-10	Exam Case Study 3 due
May	7	Final Exam (Comprehensive)	Exam
Grades due May 12 th			



Course Name: Introduction to Education

Course number: EDHP 11373

Prerequisites: None

Co-requisites: 30 hours field experience

Credit Hours: 3

Clock Hours: 3

Academic Year: Spring 2025

Instructor: Christi Freeman

Office Location: Stuttgart B110 DeWitt A105

Office Phone: (870) 673-4201 ext. 1840

Email: cfreeman@pccua.edu

Meeting Time & Place: Wednesday Time TBD

Catalog Description:

Introduction to the history, principles, techniques, and objectives of public education. This course will provide an awareness of career options and opportunities in the field of education and enables students to explore a career in education. In addition to providing background information on the organization, control, supervision, financing, and professional aspects of American schooling, various assessment and observational activities have been designed to determine the student's potential for teaching. This course includes 30 hours of experience in the field.

Text and Reading Materials:

Title: Those who can Teach 15th edition

Publisher: Cengage

Author: Ryan, K. Cooper, J. Bolick, C. Callahan, C.

ISBN: 9780357711293

Expected Learning Outcomes:

The student will:

1. Determine the roles, responsibilities and daily experiences of teachers.
2. Gain first-hand familiarity through field observations of teaching roles, goals, methods, and curricula.
3. Identify the process involved in obtaining an Arkansas teaching license
4. Describe historic events in education and their importance and impact on education today.
5. Identify teacher attributes, skills, abilities, and practices of effective teachers and describe the duties, responsibilities, challenges, and rewards inherent in the teaching profession.
6. Understand the multicultural dimensions and mandates of American public schools, including addressing the learning needs of a diverse student body

Instructional Goals, Objectives & Measures:

Upon completion of reading assignments, written assignments, quizzes, exams, videos, and opportunities for discussion and demonstration, the student will be able to:

- Examine their educational histories and identify the positive and negative characteristics of their educational experiences.
- Become aware of the roles, responsibilities and daily experiences of teachers.
- Become aware of significant historical developments.

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Students graduating from PCCUA will demonstrate the following core competencies:

6. Social and community responsibility
7. Technology Utilization
8. Analytical and Critical Thinking and Reasoning
9. Communication
10. Cultural Competency

Attendance Policy

Students are expected to attend all scheduled classes regularly, punctually and with all completed assignments at the time stated on the course syllabus. Students are **ONLY** allowed **two allowed absences**. On the third absence, the student *may* be given an EW and therefore dropped from the course, or may receive an F for the final course grade.

- Only extenuating circumstances will be excluded from this policy. The instructor will determine if it is an extenuating circumstance. If an emergency that prevents you from contacting me prior to class, contact me as soon as possible.
- Students are expected to remain in class for the entire class period as stated on the course syllabus
- Three tardies and/or three times leaving early will constitute as one absence.

COURSE EVALUATION & ASSESSMENT

EXAMS

The course grade will be determined through a variety of experiences such as tests, in-class activities, presentations, projects, and quizzes (both scheduled and unscheduled). assignments, exams, presentations, etc. may be added.

GRADING POLICY

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

ASSIGNMENTS

Students are expected to complete each assignment by the due date. Completing assignments will prepare the students for quizzes and exams. Students who do not complete the assignments will have a difficult time completing the course successfully.

Documents must be prepared in correct document format (all included in your course guide and online materials) with correct grammar, punctuation, spelling, and mechanics. NOTE: If your word processing software is anything other than Microsoft Word, you MUST save your work in Rich Text Format (.rtf). Only Word files (.doc or .docx) and Rich Text Format (.rtf) can be opened in Blackboard.

All assignments MUST be submitted to the instructor by the due date. No assignments can be submitted late. Once an assignment in Blackboard has closed, you will not have another opportunity to submit your work, unless arrangements have been made with the instructor.

EARLY ASSESSMENT OF LEARNING MEASURE

Students are expected to have a passing grade in the course at the end of the first 4 weeks of class, and must have all assignments completed and up to date. Any student not having a passing grade and/or having missing assignments will be required to document to the instructor the student's own personal weekly lecture notes, key term definitions to be used as study guides for tests, and schedule one on one appointments with the instructor until the grade is brought up.

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME

Students will schedule meetings with the instructor regarding the assessment. Students will be given the opportunity for additional assignments and activities that correlates with the material for remediation. The student shall meet with the instructor until the grade point average is a passing grade.

BLACKBOARD

Students may be given assignments and exams to complete via Blackboard. Blackboard can be accessed using any computer with internet access.

ACADEMIC HONESTY POLICY:

Cheating and plagiarism will not be tolerated. Plagiarism includes, but is not limited to, copying another individual's work and taking credit for it. See student handbook for more details (p. 3)

Cheating in this class: Cheating will not be tolerated. If you are cheating one time, you will receive an "F" for the whole assessment (not limited to that one assignment). If found cheating a second time, you will receive an "F" for this course. This policy also applies to a student who allows another person access to their Blackboard account.

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the Coordinator are more likely to experience success in a positive learning environment. If you have a disability please contact the Student Disabilities Coordinator for your campus. *(Insert the name and contact information for the Disabilities Coordinator for the student's campus.)*

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1628

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Valerie Colvin (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook OR ON THE College Web site at <http://www.pccua.edu/students/student-assistance/students-with-disabilities/>

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

<https://www.adhe.edu/students-parents/colleges-universities/transfer-info.-for-students/>

STUDENT RESPONSIBILITIES

The student is to turn all assignments, projects, tests, etc. in by the date due. Students should attend all classes regularly and punctually, and have all required class materials. It is the student’s responsibility to know and comply with the instructor’s policy regarding class work and activities. This includes making up any missed work. *REMINDER: The student is responsible for initiating the scheduling of the missed exams, activities, projects, and/or assignments.*

TO BE SUCCESSFUL IN THIS CLASS

1. Read the assigned chapters each week and complete the study guide for each chapter.
2. Pay attention to due dates and complete work at assigned times.

CLASSROOM BEHAVIOR: Electronic devices, such as cell phones, are not permitted and must be turned off during class without permission of the instructor. There shall be no phone calls during class time but should students need to use the phone for an emergency, the student should leave the classroom to talk. ***There should be no texting during class.*** Phones should be put away during class time unless there is prior permission from the instructor. There are scheduled breaks in which students can check for phone calls and texts. Should students have an emergency and must be notified during the class period, families may call 870-673-4201, Extension 1840. This phone is available during class time and the phone number can be shared in cases of an emergency. Food is prohibited from being brought into the classroom as it is against facility policy. Restroom needs should be taken care of prior to the beginning of class and students should exit the classroom only in cases of an emergency to prevent distractions. If a student must leave during class time, the student should quietly exit the classroom. Policies and procedures relating to behavior should be followed in accordance to the Phillips Community College Student Handbook. These handbooks are always available on the PCCUA Website.

AI Statement

At our college, we value creativity, critical thinking and originality in all academic work. While students are allowed to use various tools and resources to support their learning, including technology like AI, it is essential that all submitted work remains the student’s own.

This means that while you can use these tools to help generate ideas or understand difficult concepts, the final work you submit must be written in your own words and reflect your own thoughts. Using someone else's words, ideas, or work without giving them credit is considered plagiarism.

Plagiarism is a serious offense. If a student is found to have submitted plagiarized work, there will be strict consequences. These may include receiving a failing grade on the assignment, a reduction in the overall course grade, or even more severe academic penalties, depending on the situation.

We encourage all students to take pride in their work, ensuring it is both original and authentic. If you have any questions about what is allowed, please talk to your professor or academic advisor. We are here to help you succeed in a way that is honest and fair.

DISCLAIMER: This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, there may arise certain circumstances (e.g. bad weather, mechanical problems in the facilities, illnesses, etc.) which may require a change to the subject matter covered on a particular date. ***The syllabus, the policies, guidelines, and dates included are subject to change at the institutions and/or instructor's discretion.***

Each student is responsible for making these changes on his/her individual syllabus.

College Delay or Closure: Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

Exams/Quizzes:

All exams are considered open-book; they are not, however, open resource. This means that you may not use any website, any other person's brain or materials other than your textbook and/or PowerPoint presentations/notes when completing the exam.

All assignments should be typed, double spaced using Times New Roman or Arial, 12 pt. font

Vicarious Experience/Movie Review

There are many great movies out there that deal with issues of teaching, learning, and schooling. We will discuss important ideas as well as what you think about these issues. Consider how the ideas help you think differently about teaching, learning, and schooling. In other words, discuss some ideas from the movie but then discuss how these ideas affected you and your future as a teacher.

1. Mr. Holland's Opus
2. Ron Clark Story
3. Front of the Class
4. Freedom Writers

▪ You are required to watch two of the four movies listed above for this class. You are to watch these movies for knowledge about teaching, not just entertainment.

Educational Autobiography

Date		Lecture	Assignments due
January	15	Get Acquainted/Course requirements	
	22	Chapter 1: Why Teach	Quiz
	29	Chapter 2: What Is School & What Is it for?	Quiz
February	5	Chapter 3: Who Are Today's Students in a Diverse Society? Movie – Question responses due	Quiz
	12	EXAM Chapters 1, 2,3	Exam
	19	Chapter 6: What makes a Teacher Effective?	Quiz
	26	Chapter 8: What are the Ethical & Legal Issues Facing Teachers?	Quiz
March	5	EXAM (Chapters 6, 8)	Exam
Mid-term grades due – March 11	12	Chapter 10: What Is the History of America's Struggle for Educational Opportunity? Movie – Question responses due	Quiz
	19	Chapter 11: How Are Schools Governed, Influenced, & Financed?	Quiz
	26	Spring break	
April	2	EXAM (Chapters 10, 11) Educational Autobiography Due	

	9	Chapter 13: What Are Your Job Options in Education?	Quiz
	16	Chapter 14: What Can the New Teacher Expect?	Quiz
	23	Chapter 15: What Does It Mean to Be a Professional?	Quiz
	30		
May Final grades due May 12th	7	Final Exam (Chapters 13, 14, 15)	Exam

“It is easier to build strong children than to repair broken men.” **Frederick Douglas**

APPENDIX B

STACC SKILLS

CORE COMPETENCIES (STACC SKILLS)

Social and Community Responsibility-behavior that demonstrates adherence to legal/ethical standards established by society.

Technology Utilization-use of tools of the trade to achieve a specific outcome. A person who is competent in technology and information literacy recognizes how and what technology.

Analytical and Critical Thinking and Reasoning- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.
A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Communication-the interactive process through which there is an exchange of verbal and/or nonverbal information. A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Cultural Competency- Commitment to diversity, equity and inclusion within the context of cultural engagement and understanding-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed.

APPENDIX C
CURRICULUM CHANGE FORM



RECOMMENDED CURRICULUM CHANGE

FROM: _____ DATE: _____

DEPARTMENT: _____

SUBJECT: _____ ADD _____ DELETE _____ MODIFY _____

Course Number	Title of Course	Credit Hours	Weekly Schedule Lecture _____ Lab _____
Course Description (A)			

Modify Course Description to Read (B)

When a description is to be modified, please type the existing description in (A), and the new description in (B)

Approved: _____
Curriculum Committee Chair

Approved: _____
VC, Dean, Chair, Director

Date: _____

ACTION OF CURRICULUM COMMITTEE:

Sign before sending to the Curriculum

Date: _____ Approved _____ Not Approved

Comments:

Chairman, Curriculum Committee (Prepare three (3) copies for the Committee

- (1) Vice President
- (2) Secretary, Curriculum Committee
- (3) Chairman, Curriculum Committee

APPENDIX D
ADMINISTRATIVE PROCEDURE FOR ADDING AND
DELETING COURSES

APPENDIX D: ADMINISTRATIVE PROCEDURE FOR ADDING AND DELETING COURSES

PHILLIPS COMMUNITY COLLEGE

ADMINISTRATIVE PROCEDURE

Administrative Procedure: 420.02

Subject: Procedures for Adding and Deleting Courses

Applicable Board Policy: 420

Date Adopted: 6/86 Revised: 7/89, 6/04, 10/05 Reviewed: 5/13; 6/19

A course is an organized, composite unit of instruction, which constitutes a part of a program or curriculum. The concept or origination of a new or revised course may occur from a variety of sources; faculty, administration, professional groups, four-year institutions, or others. Courses may originate and be instituted at any time as long as appropriate review and implementation procedures are followed. These procedures are outlined below for credit courses.

1. The dean or department chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Faculty Senate for recommendation (approval or disapproval). The form includes:
 - a. Documentation of need for the course.
 - b. The level of the course, (i.e., developmental, introductory, college level, etc.) and its applicability to degree or certificate programs.
 - c. The transferability of the course to four-year institutions.
 - d. The availability of resources (i.e., qualified instructor(s), equipment, special space requirements, etc.).
 - e. The syllabus for the course.
 - f. Scheduling and frequency.
2. Recommendations made by the Curriculum Committee will be documented on the Curriculum Change form and forwarded to the Instruction and Curriculum Team for discussion and recommendations made considering the resource implications, possible duplications, college-wide or divisional applications, instructor qualifications, etc.

3. The dean or department chair or the originator will answer questions related to information provided on the Curriculum Change form or other issues related to the addition, modification, or deletion of a course.

NOTE--The Curriculum Change form must be submitted to the Vice Chancellor for Instruction prior to the scheduled meeting date.

4. The Instruction and Curriculum Team submits its recommendations and comments to the Vice Chancellor for Instruction.
5. The Vice Chancellor for Instruction takes appropriate action.
6. The following procedures will be followed in considering courses for deletion:
 - a. The dean or department chair, after preliminary discussion with the Vice Chancellor for Instruction, will file a Curriculum Change form with the Curriculum Committee of the Faculty Senate concerning the planned deletion. Recommendations will be submitted to the Instruction and Curriculum Team. The Office of Assessment will refer courses which have not been taught for three years to the Vice Chancellor for Instruction before recommending deletion.
 - b. After Instruction and Curriculum Team deliberation and recommendation, the Vice Chancellor for Instruction will decide whether to proceed with the recommendation for deletion. The Vice Chancellor for Instruction will confer with the Chancellor and take action as necessary based on the Chancellor's decision.

APPENDIX E
FACULTY RESUMES

Christi Freeman

1087 Hwy 165
Dumas, Arkansas 71639
(870)377-7908
christifreeman59@yahoo.com

Profile

Enthusiastic, warm and caring elementary educator with more than 17 years of experience fostering academic learning and enhancing critical thinking abilities who wants all children to be successful learners. Certified in elementary and special education with advanced degree in Theory and Practice. Dedicated to child and adult literacy. Works to create an atmosphere that is stimulating, encouraging, and adaptive to all students' educational and emotional needs. Excellent rapport among faculty, administration, students, and parents. Skilled in selecting and adapting best teaching materials for classroom use with a unique mix of experience and knowledge to help students be attentive and life-long active learners. Able to bridge students' lessons to real life situations.

Education

Arkansas State University, Jonesboro, Arkansas

Master of Science in Education, May 2010

- Master of Science in Education in Educational Theory and Practice

University of Arkansas at Monticello, Monticello, Arkansas

P-4 Early Childhood/Special Education, May 2005

- Bachelor of Arts in Early Childhood/Special Education
- 5th-6th grade endorsement, May 2007

Phillips Community College, DeWitt, Arkansas

Associate of Arts, May 2002

- Member of Thi Pheta Kappa

Professional Experience

Dumas Public School District, Dumas, Arkansas

Third and Fourth Grade Teacher, Special Education Teacher, 2005-2015

Discovery Children's Center, Monticello, Arkansas

Special Education Instructional Specialist, Supervising Teacher, 2015-2016

Pattillo Center School, DeWitt, Arkansas
Special Education Instructional Specialist, Supervising Teacher, 2016-2023

Phillips Community College, DeWitt, Arkansas
Early Childhood Education Faculty/Advisor, 2023-present

- Maintain accurate and complete student records and prepare reports on children and activities as required by law, district policies, and administrative regulations
- Skilled in using the Special Education Automated Software to develop Individualized Education Plans for students and completing special education conference paperwork
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence
- Meet with parents and guardians to discuss their child's progress and to determine priorities for their child's educational needs
- Instruct students in daily living skills required for independent maintenance and self-sufficiency, such as hygiene, safety, and food preparation
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students
- Teach socially acceptable behaviors, employing techniques such as behavior modification and positive reinforcement
- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individual education plans designed to promote students' educational, physical, and social development
- Instruct students in academic subjects using a variety of techniques such as phonetics, multisensory learning, and repetition to reinforce learning and to meet students' various needs and interests
- Prepare, administer, and grade assessments and assignments to evaluate student progress

References

Brenda Brewer
31502 State Hwy 54
Dumas, AR 71639
(870)377-1388

Kristy Vickers
901 E. Waterman
Dumas, AR 71639
(870)818-3401

Rebecca Gillespie
Courtguy Rd
Dumas, AR 71639
(870)718-2001

Yvette Robertson Barnes

Permanent Address:

502 North 10th Street
West Helena, AR 72390
(870) 816-5161 (cell)

Work Address:

P.O. Box 785
Helena, AR 72342
(870) 338-6474 ext. 1307

Professional Experience:

1998 – Present	Phillips Community College/U of A Helena-West Helena, Arkansas Early Childhood Instructor/Director – responsibilities include teaching students and coordinating the early childhood program.
2002 – 2007	University of Arkansas at Monticello Monticello, AR Adjunct Instructor
2002 – 2007	University of Arkansas Fayetteville, Arkansas Adjunct Instructor
1999 – 2015	Core Knowledge Foundation Charlottesville, VA Preschool mentor for teachers in the Arkansas Delta/Walton project
1999 – 2012	Child Care Orientation Trainer University of Arkansas Trainer for Child Care Orientation
1999 – 2001	National Faculty Scholar Consultant – working with pre-k teachers in Greenville, MS developing language and literacy skills for preschool children
1994 – 1998	Delta State University/Cleveland, MS Lead teacher (summer program) - responsibilities included organizing and supervising graduate students working in a multi-age (K-4) classroom.
1990 – 1998	Arkansas State University/ABC

Program Manager/Teacher – responsibilities included developing, implementing and maintaining a quality program for preschool children; conducting monthly meetings with parents to assist them in developing their parenting skills; supervising one staff member and twenty parent volunteers.

1982 - 1990

Helena-West Helena Public Schools

Helena, Arkansas

Kindergarten gifted and talented teacher – responsibilities included planning, constructing and implementing a developmentally appropriate environment for young children.

1998 – 2000

Greenville Public School

Greenville, Mississippi

Consultant – worked with twenty pre-k teachers on developing, organizing and implementing a developmentally appropriate curriculum for four year old children.

Education:

1999

Delta State University

Ed.S Elementary Education

1998

Delta State University

M.Ed. Elementary Education

1982

Arkansas State University

B.S.E. Elementary/Early Childhood Education

Professional Affiliations:

National Association for the Education of Young Children

Arkansas Early Childhood Association

Southern Early Childhood Association

International Reading Association

APPENDIX F
NEW FACULTY ORIENTATION CHECKLIST
AND
NEW EMPLOYEE ORIENTATION

**APPENDIX E: NEW FACULTY ORIENTATION CHECKLIST
NEW EMPLOYEE ORIENTATION SUPERVISOR CHECKLIST**

SUPERVISOR: _____ NEW EMPLOYEE: _____
DATE ISSUED: _____ Office # _____ Phone ext. _____

To be completed by immediate Supervisor (within first week of hire)

The following is a checklist of information necessary to orient your new employee. Please check off each point you discussed with the employee and *return to the Human Resources office*.

	√	NOTES
Review Job Description		
Review Employee Evaluation process		
Discuss the department's function at the college, and the importance of customer service		
Introduce EE to co-workers & their work responsibilities		
Tour the department and campus. Include bathrooms, break rooms and parking areas		
Ensure that the new employee's working area, equipment, tools and supplies are available		
Explain levels of supervision within the department		
Provide new EE with necessary or required training		
Explain use of telephone (personal/college calls), copy machine, copy, mail, & purchasing procedures.		Demonstration
Request access to necessary accounts		Submit requests, Demonstrate process
Explain procedures for time off –sick & vacation leave		Demonstrate intranet use.
Explain dress codes to include uniforms if applicable and "casual days"		College logo apparel is available. Contact R. St. Columbia
Ensure employee receives keys to office, building, etc.		Submit on-campus request to maintenance
Discuss work hours, lunch and break times		
Discuss overtime pay (see College policy 330/330.01)		If applicable
Obtain emergency contact phone numbers		
Discuss safety and security/emergency conditions and response such as: fire, bomb threat procedures, accident injury procedures, inclement weather policy		Emergency procedures are available on each campus
Follow up on: Email account, Telephone Access/codes		Requests are made initially by
Intranet Access, Web Advisor Access		the Human Resources department.
Smoking Policies		Buildings and grounds are smoke-free
Paycheck distribution (15 th & end of each month)		Direct deposit or mail option
Request name badge, business cards, name plate, etc.		Submit on-campus request to St. Columbia
Photo ID and Parking Decal		Schedule visit w/ Registrar's Office
Assign Mentor (indicate name)		

Employee Signature *Date* *Supervisor Signature* *Date*
Return to Human Resources Office

HUMAN RESOURCES OFFICE USE ONLY

Place in personnel file

Date received: _____ by: _____

APPENDIX G: FACULTY INSTRUCTION

FACULTY WORK SCHEDULE

FACULTY TEACHING LOAD

SUMMER TEACHING DETERMINATION

**BP: 364: FACULTY WORK SCHEDULE
PHILLIPS COMMUNITY COLLEGE
BOARD POLICY**

Policy: 364

Subject: Faculty Work Schedule

Date Adopted: 6/68

Revised: 8/88, 9/06, 9/10, 4/18

Reviewed: 6/19

Instructors teach specific courses at a time designated by the dean/chair. Instructors will take turns within their department in teaching evening classes or other kinds of off-schedule classes needed for student access.

In addition to their teaching duties, instructors keep scheduled office hours in order to be available to students. The faculty schedule is thirty (30) hours per week for full-time faculty. However, faculty are required to be available and participate in departments, division, and institutional meetings and activities which exceed thirty hours. Faculty are expected to keep office hours to ensure student contact. However, faculty teaching clinical labs and labs may not need as many office hours as other faculty. Deans, department chairs, and instructors will work together to determine office hours, and each semester's office hours will be posted on the office door.

Faculty working a nontraditional schedule must have approval for their schedule by the dean/chair and Vice Chancellor for Instruction. The time taken for a meal break should be approved by the dean/chair, campus vice chancellor, and the Vice Chancellor for Instruction, and posted on the faculty Work Schedule which is filed in the Office of the Vice Chancellor for Instruction.

The College Chancellor is authorized to establish specific procedures related to work schedules and compensation for faculty and professional staff. The UA Board of Trustees establishes compensation levels.

AP 364.01: FACULTY TEACHING LOAD

PHILLIPS COMMUNITY COLLEGE ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load

Applicable Board Policy: 364

Date Adopted: 11/88 Revised: 1/92, 12/93, 8/99, 11/02, 7/06, 12/06, 3/18 Reviewed: 6/19

Course Load Determination Policy

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary.

A point system is utilized to determine the point at which teaching loads have been met and overload compensation begins. A full instructional load for all faculty is 30 points per regular semester based upon the following formula:

Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

- a. One point for each contact hour in the classroom (non-lab courses)
- b. One point for each credit hour taught
- c. Six points per semester for student advising
- D. two-thirds point for each laboratory hour
- e. Eight points per semester for each Secondary Center or high school credit class taught five days a week (credit points do not affect the points awarded for instructing high school classes)

Overload compensation is \$275 per point above 30 points in a regular semester. No overloads will be awarded in a given discipline until all faculty within that discipline have a full teaching load. The same class taught both during the day and evening will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week (see policy on Faculty Work Schedule).

Criteria for assigning overloads are as follows:

- a. Once full teaching loads have been made for all faculty in a given discipline, the opportunity to

teach overload classes will first be extended to full-time instructors based on seniority in teaching within that specific

Discipline. In the event of two equally qualified instructors with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.

b. An instructor is not required to accept an overload; consequently, the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed.

c. Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time instructors will, however, be employed when full-time staff are not available. The same formula as described above will be used to calculate pay for part-time instructors.

d. Double overloads will be assigned only in unavoidable situations.

e. An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the college Chancellor may authorize overload pay to an instructor with less than an average of 45 student contact hours per class.

f. Faculty teaching via synchronous interactive video will receive one point for each remote site and one point (\$250) for the first ten students enrolled at each remote site. In addition, they will receive \$25 per student above the first ten students (25 per student starting at the 11th student). This rule does not apply to instructors who team teach courses. It does not apply to instructors who teach courses designed for high school students meeting five days a week if those instructors are receiving compensation of eight points for the high school Secondary Center course(s).

AP 364.02: SUMMER TERM COURSE LOAD DETERMINATIONS
PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.02

Subject: Summer Term Course Load Determination

Applicable Board Policy: 364

Date Adopted: 6/96

Revised: 8/99,
Reviewed 3/2019

Employment during the summer term is neither required nor guaranteed; it is dependent upon enrollment and the number of qualified instructors wishing to teach during the term. No instructor will be required to teach during the summer term. Faculty wishing to teach during the summer term should submit a letter of intent to their dean by November 1.

The same point system used to calculate overloads during the fall and spring semesters will be used to calculate work load during the summer term. Summer term salary for instructors who were full-time employees during the previous academic year will be 1.25 percent of the previous year's nine-month salary per point. Part-time instructors will be paid \$250 per course point.

Deans, with input from full-time faculty, recommend what courses should be offered and who the instructor should be, using the following criteria:

- a. Summer term courses for full-time instructors (defined for this policy only as those having 18 or more points) will take precedence over the employment of part-time instructors. Part-time instructors will, however, be employed when full-time instructors are not available.
- b. Instructors will be assigned more than two courses during the summer term only in unavoidable situations.
- c. Summer classes will be offered first to qualified full-time instructors based upon years of experience at PCCUA. Should two equally qualified instructors with the same years of experience at PCCUA wish to teach and sufficient courses are unavailable to allow both to do so during the same summer term, courses will be assigned on a rotating basis.
- d. No faculty member will be assigned a second class during the summer term until each qualified full-time instructor is assigned one class. The second class will be assigned to the primary instructor (the one who taught the course most often during the previous three years, including summer terms).
- e. Grant regulations may supersede this policy.

APPENDIX H

PROFESSIONAL GROWTH OF FACULTY MEMBERS

H1: BP 367: PROFESSIONAL GROWTH OF FACULTY MEMBERS

H2: AP 367.01: PROFESSIONAL GROWTH OF FACULTY MEMBERS

APPENDIX H1: BP 367: PROFESSIONAL GROWTH OF FACULTY MEMBERS

PHILLIPS COMMUNITY COLLEGE BOARD POLICY

Policy: 367

Subject: Professional Growth of Faculty Members

Date Adopted: 6/76

Revised 8/84, 8/88

Reviewed: 6/19

The academic excellence of a college is largely dependent upon the level of excellence of the faculty. The maintenance of high standards for employment at Phillips Community College in a faculty appointment is essential. Equally important is professional growth of the faculty member after employment.

In order to maintain the highest standards of instructional excellence, the Board expects all faculty members at Phillips Community College to continue their professional growth.

The Chancellor shall establish processes and procedures to promote professional growth of faculty members.

H2: AP 367.01: PROFESSIONAL GROWTH OF FACULTY MEMBERS

PHILLIPS COMMUNITY COLLEGE ADMINISTRATIVE PROCEDURE

Administrative Procedure: 367.01

Subject: Professional Growth of Faculty Members

Applicable Board Policy: 367

Date Adopted: 8/88

Reviewed: 6/19

Faculty members are expected to continue their professional growth. This growth may be accomplished in various ways, including the following.

- 7.Taking additional graduate courses.
- 8.Working in a professional organization.
- 9.Participating in the in-service training programs.
- 10.Applicable, discipline-specific work experience.
- 11.Additional research and study.
- 12.Community service activities.

The identification and implementation of innovative approaches to faculty and staff development will maintain a high priority at Phillips Community College. Standing and ad hoc faculty/staff committees will address this important topic.

APPENDIX I
PRIOR LEARNING ASSESSMENT



Prior Learning Credit and Work Experience

Submit this form to the VC for Student Services

_____	_____	_____	_____
Last Name	First Name	Middle Name	Student ID
_____	_____	_____	_____ Landline
Cell	Catalog Year	Phone Number	
Program of Study			

- ☐ I request credit equivalency for training and certifications (portfolio)
☐ I request credit equivalency for work experience (portfolio)
☐ I request credit based on challenge test or CLEP Exam

The process for this includes the following steps:

Step 1: This form and all documentation will be submitted to the dean\department chair of a division (may be assisted by advisors) for evaluation.

Step 2: The dean\department chair will consult with the appropriate instructors to determine the courses for which the student may be awarded credit.

Step 3: The dean\department chair will set up a second interview (may be a phone interview, or distance) to evaluate competency of knowledge in the subject area where credit is awarded. In some cases, a second interview is not necessary (this can be a call back).

Step 4: The dean\department chair sets up the second meeting (if necessary).

Step 5: The dean or department chair advises the Vice Chancellor for Instruction of the evaluation outcome.

Step 6: The Vice Chancellor for Instruction notifies the student of the evaluation results. There is no fee for the certification evaluation for course equivalency, however, there is a fee if credits are awarded and transcribed.

Note: All documents related to the evaluation must be attached to this application. The attachments include ____ pages of documents.

I am requesting credit equivalency for the following course(s). _____

There is an evaluation fee of \$35 which needs to be paid to the PCCUA Business Office. The course(s) equivalency will appear on my transcript. Note: ADN students do not pay the fee.

_____	_____
Print Name	Student Signature



Name of Student: _____ Date: _____ Advisor: _____
 Dean: _____ Final Approval by VC for Instruction: Monica Quattlebaum PLAC Approved: 3-12 Credits

EARLY CHILDHOOD EDUCATION PRIOR LEARNING ASSESSMENT			
COURSE NUMBER & NAME	COURSE DESCRIPTION	EVIDENCE OF PRIOR LEARNING	STATUS OF PRIOR LEARNING CREDIT
ECD 1001 Field Experience I (1 credit)	Corequisite: Enrollment in ECD 1003. This course provides practical field experience in the methods of early childhood education, the use of early childhood education materials, and the application of the six competency goals and thirteen functional areas of child development. A fee of \$350 will be assessed to this course.		Possible Credits (1)
ECD 1003 Fundamentals of Childcare (3 hrs. lec., 3 credits)	Corequisite: Enrollment in ECD 1001. This course is designed to acquaint the student with the historical roles of families in their child's development. The student will become familiar with the theories supporting early childhood education and learn how to develop an effective program designed uniquely for children (ages birth to eight). The students will also obtain knowledge of		Possible Credits (3)

	state and federal laws pertaining to the care and education of young children.		
ECD 1101 Field Experience II (1 credit)	Corequisite: Enrollment in ECD 1203. Students will apply methods of Early Childhood Education, use materials designed for children, and develop an early childhood curriculum guide for use in the classroom. A fee of \$375 will be assessed to cover this course.		Possible Credits (1)
ECD 1103 Child Development (3 hrs. lec., 3 credits)	The study and recognition of maturational and environmental factors in children's growth and development. An emphasis on cognitive language, sensorimotor, and physical development in children from birth to six years of age will be examined in this course.		Possible Credits (3)
ECD 1203 Application of Childcare (3 hrs. lec., 3 credits)	Corequisite: Enrollment in ECD 1101. This course is designed to provide the student with a broad knowledge base to design an early childhood education program that will meet the needs for children. It will provide the opportunity for students to design environments that are physically and emotionally secure. Further, students will plan and implement activities that are age, stage, and culturally appropriate for children from birth to five years. The framework for this course is based on the guidelines established by the Council for Early Childhood for Professional Recognition. Students will also examine the impact of multiculturalism on child development.		Possible Credits (3)

ECD 103 Foundations of Early Childhood Education (3 hrs. lec., 3 credits)	This course is designed to acquaint the student with the historical roles of families in their child's development. The student will become familiar with the theories supporting Early Childhood Education and learn how to develop an effective program designed uniquely for children (ages birth to 8). The students will also obtain knowledge of state and federal laws pertaining to the care and education of young children.		Possible Credits (3)
ECD 113 Health, Safety & Nutrition (3 hrs. lec., 3 credits)	This course is designed to provide the student with a broad knowledge base to design an early childhood education program that will meet the needs for children. It will provide the opportunity for students to design environments that are physically and emotionally secure. Further, students will plan and implement activities that are age, stage, and culturally appropriate for children from birth to five years. The framework for this course is based on the guidelines established by the Council for Early Childhood for Professional Recognition. Students will also examine the impact of multiculturalism on child development.		Possible Credits (3)
ECD 181 Management	Management regulations and competencies will be examined. Issues		Possible Credits (1)

Practice for Child Care Centers (1 hr. lec., 1 credit)	relating to managing personnel, finances, and other variables in a child care center will be included in this study. Legal issues which apply to or affect early childhood care centers will be discussed.		
ECD 201 CDA Renewal/Running and Maintaining a Daycare Business (1 hr. lec., 1 credit)	Designed for students seeking CDA renewal. This class reviews the paperwork and documentation required to maintain family daycare and preschool programs. Various legal concerns will be examined.		Possible Credits (1)
ECD 213 Child Guidance (3 hrs. lec., 3 credits)	Prerequisite: ECD 1103 or Dept. Approval. This course relates principles of child development to appropriate methods of guiding children's behavior for children Birth through Pre-kindergarten, including children with special needs. Techniques for managing groups of children in the various childcare settings are practiced.		Possible Credits (3)
ECD 223 Math & Science for ECED (3 hrs. lec., 3 credits)	Prerequisite: ECD 1103 or departmental approval. This course will introduce students to a variety of age-appropriate concepts and methods in mathematics and science. Students will develop activities, make or obtain manipulatives; plan and practice developmentally appropriate experiences that meet standards recognized by NAEYC, NCTM and others.		Possible Credits (3)

<p>ECD 243 Infant/Toddler Curriculum (3 hrs. lec., 3 credits)</p>	<p>Prerequisite: ECD 1103 or departmental approval. This course is based on the foundation of research in child development and focuses on planning and implementing enriching environments with appropriate interactions and activities for young children (birth through two) including those with special needs, to maximize physical, cognitive, communication, creative, language/literacy, and social/emotional growth and development. Competencies are based on Standards developed by the National Association for the Education of Young Children for quality early childhood settings. Also covered: 1) Information on the Quality Approval process and Accreditation for Early Childhood settings in Arkansas, now called <i>Better Beginnings</i> and 2) Arkansas Child Development and Early Learning Standards: Birth through 60 Months.</p>		<p>Possible Credits (3)</p>
<p>ECD 253 Literacy and Language Arts (3 hrs. lec., 3 credits)</p>	<p>Prerequisite: ECD 1103 or departmental approval. This course is designed to make the early childhood educator aware of the acquisition of language and how to provide children birth through pre-kindergarten, including children with special needs with language rich environments by incorporating the four areas of language: speaking, listening, writing and reading.</p>		<p>Possible Credits (3)</p>

ECD 263 Preschool Curriculum (3 hrs. lec., 3 credits)	This course is based on the foundation of research in child development and focuses on planning and implementing enriching environments with appropriate interactions and activities for young children (three through 5) including those with special needs, to maximize physical, cognitive, communication, creative, language/literacy, and social/emotional growth and development.		
ECD 283 Future Perspectives (3 hrs. lec., 3 credits)	Prerequisite: ECD 1103 or departmental approval. This course introduces students to current research in the field of early childhood education. Students will develop a knowledge base of the NAEYC Code of Conduct through analyzing case studies designed to demonstrate competencies compatible with current research and practice, development of a professional portfolio to demonstrate competencies in the skills relating to the NAEYC Associate Degree Standards.		Possible Credits (3)
ECD 293 Practicum (3 hrs. lec., 3 credits)	Prerequisite: ECD 1103 or department approval. Students must be employed or volunteer in a licensed childcare facility to apply the knowledge acquired and skills learned in previous coursework. Observation of the student's work and evaluation of student skills are conducted by instructors following the NAEYC Associate Standards. Students must demonstrate competency in all areas		Possible Credits (3)

	observed and complete a minimum number of clock hours, determined by the institution, of observation and work experience with children birth to five. An emphasis will be on the observation of physical, cognitive, language, social and emotional development in connection with previous courses.		
TOTAL PRIOR LEARNING ASSESSMENT CREDITS			
Note: Applicants with law enforcement, corrections and military experience and training may be eligible for other PLA credit hours			
Additional Notes About PLAC or Transcription: Support Documents Attached			

APPENDIX J: EMPLOYMENT SITES

Early Childhood Agencies – Helena-West Helena

Facility Name	Contact	Address	Email/Phone
Helena-West Helena School District	Brenda Brown	125 Hickory Hill Drive Helena, AR 72390	bbrown@hwhschools.org
Phillips County Developmental Center	Linda Patterson	1221 W Highway 49 West Helena, AR 72390	pcdc@ipa.net
Barton ABC Preschool	Victoria Camp	9546 Highway 85 S, Barton, AR 72312	vcamp@bartonsd.org
Clarendon ABC Pre-K	Toshia Smith	865 Washington St, Clarendon, AR 72029	smitht@lions.grsc.k12.ar.us
Kids for the Future	Rossetta Crawford	515 Macdonough St Helena, AR 72342	dhelena@kidsforthefuture.com
Mid-Delta Head Start	Cheryl Covington	1125 Columbia, Helena, AR 72342	mdcshs@m-dcs.com
Wallace Daycare	Cathy Fields	133 Quarles Lane West Helena, AR	Cathiefields@yahoo.com

Early Childhood Agencies – DeWitt and Stuttgart

Facility Name	Contact	Address	Phone
Buttons & Bows	Jamie Thompson Pattie Traylor	513 E 9 th St. DeWitt, AR 72042	(870) 946-2022
DeWitt Daycare	Jeanie Reidar-Cade	814 W. 2 nd St. DeWitt, AR 72042	(870) 672-0202
The Learning Tree, LLC	Penny Merritt	1115 S. Jefferson DeWitt, AR 72042	(870) 717-0266
Little Steps Childcare Center	Ashley Rhodes	301 D N. Jackson DeWitt, AR 72042	(870) 946-5333
Pattillo Center School	Ja Chambless	601 S. Union DeWitt, AR 72042	(870) 946-1606
Park Avenue Elementary Pre-K	Julie Dyer	1202 S. Park Avenue Stuttgart, AR 72160	(870) 673-3563
Stuttgart Developmental Preschool-Easter Seals	Dana Conrad	1801 N Buerkle Stuttgart, AR 72160	(870) 672-7730
Little Stars Learning Center	Janice Mullins	1509 S Main St. Stuttgart, AR 72160	(870) 224-0287
Jacob's Ladder	Vera Davis	307 E 4 th St. Stuttgart, AR 72160	(870) 672-9801
Holy Rosary Preschool	Emily Karr	920 W 19 th St. Stuttgart, AR 72160	(870) 673-3211
St. John's Eagles Nest	Laura Ellis	2019 S Buerkle Stuttgart, AR 72160	(870) 673-7096