PCCUA PROGRAM REVIEW

Three Year Review of Program

This document provides a comprehensive examination of the Early Childhood Education Program from 2011 through 2014.

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Phillips Community College of the University of Arkansas
9/20/2014
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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.

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.

College Mission, Vision, Values

Mission
PCCUA is a multi-campus, two-year college serving the communities of Eastern Arkansas. The college is committed to helping every student succeed. PCCUA provides high quality, accessible educational opportunities and skills development to promote Life-long learning. PCCUA is engaged in the lives of our students and our community.

Vision
Imagine a college…
- at which every student is intentionally connected to an individual person who feels responsible for that student’s success.
- at which every student is clear about the college’s high expectations for performance, and
every student has high aspirations for his or her success.

- at which every student defines his or her educational goals and develops a plan for attaining them. Imagine further, that these plans are updated regularly, with guidance, as students’ progress.

- at which all academically under-prepared students have an effective, efficient path to completing developmental education and beginning college-level work.

- at which engaged learning is intentional, inescapable, and the norm for all students.

- at which every student is met with a personalized network of financial, academic, and social support.

- at which all students graduate with a certificate or degree that prepares them to succeed in the workplace or to transfer to a four-year college or university.

- at which all students are fully engaged in the communities PCCUA serves.

- at which all students have a voice and all students’ needs are met.

You have imagined the college we seek to be.

Core 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.

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), 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, 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.

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.

Goals, Objectives, Activities and Assessment
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 Civic Responsibility
2. Technology Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

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).

Goal 1: Social and Civic Responsibility

| Level I: Social and Civic 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 | 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 Civic 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 and pass 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

<table>
<thead>
<tr>
<th>Technology Utilization</th>
<th>95% of the students completing an AAS will complete the focus courses with a minimum of 70% in each course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level I: Competency</th>
<th>Focus Courses</th>
<th>Criteria for Assessing Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use technology and the tools of the trade to achieve a specific outcome.</td>
<td>EN 213 ECD 1103</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Utilization</th>
<th>95% of the students completing an TC will complete the focus courses with a minimum of 70% in each course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level II: Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use technology and the tools of the trade to achieve a specific outcome.</td>
<td>EN 213 ECD 1103 ECD 283 ECD 293</td>
<td>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.</td>
</tr>
</tbody>
</table>

| 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 |

<table>
<thead>
<tr>
<th>Level III: Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use technology and the tools of the trade to achieve a specific outcome</td>
<td>ECD 1001 ECD 1003 ECD 1101 ECD 1103 ECD 1203 ECD 283 ECD 293</td>
<td>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)</td>
</tr>
</tbody>
</table>
### Goal 3: Analytical and Critical Thinking

#### Level I: Analytical and Critical Thinking

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate skills related to analyzing data, evaluating, setting priorities and predicting outcomes</td>
<td>ECD 213, ECD 243, ECD 253, ECD 243, ECD 233</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### Level II: Analytical and Critical Thinking

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate skills related to analyzing data, evaluating, setting priorities and predict outcomes</td>
<td>ECD 113, ECD 213, ECD 223, ECD 243, ECD 253, ECD 283, ECD 293, ECD 233</td>
<td>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</td>
</tr>
</tbody>
</table>

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.

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.
assignments, and a data collection score sheet for ECD objectives.

### Level III: Analytical and Critical Thinking

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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate skills related to analyzing data, evaluate, setting priorities and predict outcomes</td>
<td>ECD 1001, ECD 1003, ECD 1101, ECD 1103, ECD 1203, ECD 113, ECD 223</td>
<td>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” written competency statements (CDA Exam), autobiography (CDA Exam), portfolio (CDA Exam), analysis of oral case scenarios, written exam (CDA), oral exam (CDA)</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will exchange verbal and nonverbal information using standard English.</td>
<td>ECD 213, ECD 103, ECD 263, EN 213, SY 223</td>
<td>Application of English Department Standard applied to written papers, tests, and other written material. Analysis of oral presentations, observation during mandatory exit interview</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will exchange verbal and nonverbal information using standard English.</td>
<td>ECD 1003, ECD 1103, ECD 213, ECD 103, ECD 263, EN 213, SY 223</td>
<td>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</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedure</th>
</tr>
</thead>
</table>

### Goal 5: Cultural Awareness

### Level I: Cultural Awareness

95% of the AAS students will have an average score of 70% or better on all written and oral material for all coursework in focus classes and demonstrate applied behavior at the work site.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.).</td>
<td>SY 233, EN 213, ECD 1003, ECD 1103, ECD 103, ECD 263</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Level II: Cultural Awareness

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 coursework.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>SY 233, EN 213, ECD 1003, ECD 1103, ECD 163, ECD 103</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Focus Courses</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate through adult and child interaction a knowledge attitude and belief in diversity among several multicultural groups (Age, ethnicity, gender, special needs, etc.)</td>
<td>ECD 1001, ECD 1003, ECD 1101, ECD 1103, ECD 1203, ECD 283, ECD 293</td>
<td>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)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Courses</th>
<th>Criteria for Assessing Learning Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write six grammatically correct competency goals based on the thirteen functional areas</td>
<td>ECD 1003, 1203, ECD 1001, 1101</td>
<td>Portfolio Competency Goals</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Incorporate Internet and library research in the students writing and reading assignments.</td>
<td>All ECD courses</td>
<td>Field Observations Assignments Practicum</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Write a grammatically correct essay.</td>
<td>All ECD courses</td>
<td>Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate appropriate oral communication skills in the following</td>
<td>ECD 233, ECD 283</td>
<td>Oral presentations Case Scenarios</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>
interactions: teacher to director, teacher to teacher, teacher to child, teacher to parent.

ECD 293 | Field Observations Simulated Parent Conferences

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.

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

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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Courses</th>
<th>Criteria for Assessing Learning Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>All ECD courses</td>
<td>Field Observation, Resource Notebook, Rubric for Floor Plan, Case Scenarios, Practicum Instrument, Instructional and Field Reliability</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Courses</th>
<th>Criteria for Assessing Learning Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and use a variety of methods to encourage children’s social, emotional, aesthetic, and cognitive</td>
<td>All ECD courses</td>
<td>Field Observation, Lesson Plans, Practicum Instrument</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>
Use varying developmentally appropriate methods of instruction including play, small group, teacher-directed, and child-directed activities.

Develop and implement an integrated curriculum that focuses on children culturally diverse needs, and interests.

Create, evaluate, and select developmentally appropriate materials, equipment,

Create and evaluate developmentally appropriate environments.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Courses</th>
<th>Criteria for Assessing Learning Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Will:</td>
<td>ECD 1001, 1003 ECD 1203 ECD 103 ECD 223 ECD 233 ECD 243 ECD 253 ECD 263 ECD 293</td>
<td>Field Observation Case Scenarios</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Adapt strategies and environments to meet the needs of children with disabilities, developmental delays, or special abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create and evaluate physical settings, schedules, routines, and transitions which reflect an understanding of their impact on children's learning</td>
<td>ECD 1001, 1101 ECD 1003, 1103, 1203 ECD 223 ECD 233 ECD 243 ECD 253 ECD 263 ECD 293</td>
<td>Field Observation Case Scenarios</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>“Establish and maintain physically and psychologically safe and healthy learning environments for children.” (CDA)</td>
<td>ECD 1001, 1003 ECD 1103, 1203</td>
<td>Field Observation Case Scenarios</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>
### GOAL VI: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Courses</th>
<th>Criteria for Assessing Learning Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>All ECD courses</td>
<td>Field Observation</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Demonstrate competency to observe, record, and document children’s work.</td>
<td>ECD 1001, 1101 ECD 1003, 1103, 1203, ECD 253 ECD 253, ECD 263 ECD 93</td>
<td>Field Observation Practicum Instructional and Field Reliability Rater</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Document systematic observations and record conversations and interviews with and among children.</td>
<td>ECD 223, 253 ECD 263 ECD 233</td>
<td>Field Observation Practicum Instructional and Field Reliability Rater</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Use a variety of tools to represent children’s work (artwork, stories etc.)</td>
<td>All ECD courses</td>
<td>Field Observation Practicum Instructional and Filed Reliability Rater</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Recognize the diversity of learners and differences of styles and rates of learning.</td>
<td>All ECD courses</td>
<td>Lesson Plans Field Observations Practicum Instructional and Filed Reliability Rater</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Assess children’s strengths and abilities in positive and non-threatening manners.</td>
<td>All ECD courses</td>
<td>Field Observation</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Courses</th>
<th>Criteria for Assessing Learning Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Will</td>
<td>All ECD courses</td>
<td>Field Observation Practicum Instructional and Field Reliability Rater Room Rubric</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to create a developmentally appropriate environment ensuring the accessibility of materials and appropriate room arrangement (large group area and interest areas.)</td>
<td>All ECD courses</td>
<td>Lesson Plans Field Observations</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Incorporate knowledge and strategies for multi-disciplinary teaching</td>
<td>All ECD courses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Courses</th>
<th>Criteria for Assessing Learning Outcomes</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Will:</td>
<td>All ECD courses</td>
<td>Bibliography, Field Observation, Lesson plans</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to select &quot;appropriate&quot; literature for young children.</td>
<td>All ECD courses</td>
<td>Field Observation, Practicum Instrument, Instructional and Field Reliability Rater</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Create an environment that promotes a broad range of print-rich materials and experiences.</td>
<td>All ECD courses</td>
<td>Field Observations, Lesson Plans</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Develop activities that support literacy development.</td>
<td>ECD 1001, 1101, 103, 233, 243, 263</td>
<td>Field Observations, Room Rubric, Lesson Plans</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to create multi-disciplinary interest areas that can be used to support literacy development.</td>
<td>ECD 1101, 1003, 1203, 103, 233, 243, 253, 263</td>
<td>Bibliography, Field Observations, Parent Questionnaire</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>
support, and promote anti-bias approaches through literature.

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

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

**Curriculum**

**Programs:**

**Child Development Associate (CDA)**
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).

**Syllabi and Objectives**

**Field Experience I (ECD 1101)**
Course Description: 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 (See Appendix A, Pp. 33-36).

**Fundamentals of Childcare (ECD 1003)**
Course Description: 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 early childhood education is based upon and learn how to develop an effective program designed uniquely for children birth to five. The student will also obtain knowledge of state and federal laws pertaining to the care and education of young children. The course is based upon guidelines established by the Council for Early Childhood for Professional Recognition. (See Appendix B, Pp. 37-41)

**Child Development (ECD-1103)**
Course Description: This course is the study of environmental and hereditary effects on the cognitive, affective, psychomotor, and sociolinguistic development of typically and atypically developing children from conception through middle childhood (conception through age 8) with diverse cultural backgrounds within and outside the United States. The students will be introduced to methods used to observe and evaluate children's development and recognize possible delays in development. Practical application of theory is provided through a variety of hands-on experiences and a minimum of five (5) hours of observation with children. (See Appendix C, Pp. 42-46)

**Applications of Child Care (ECD-1203)**
Course Description: This course is designed to provide the student with the 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 of Early Childhood for Professional Recognition. Students will also examine the impact of multiculturalism on child development. (See Appendix D, Pp. 47-50)

**Field Experience II (ECD 1101)**
Course Description: 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. (See Appendix E, Pp. 51-53)

**Foundations of Early Childhood** (ECD-103)
Course Description: 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. (See Appendix F, Pp. 54-57)

**Health, Safety & Nutrition** (ECD 113)
Course Description: This course focuses on the safety, nutrition, and health of children in early childhood education settings, including centers, early elementary schools, family child care homes, and in-home care. Upon completion of this course, students will be certified in First Aid and CPR. [http://acts.adhe.edu/secure/institutiontransferinfo.aspx](http://acts.adhe.edu/secure/institutiontransferinfo.aspx) (See Appendix G, Pp. 58-60)

**Child Guidance** (ECD-213)
Course Description: 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. (See Appendix H, Pp. 61-64)

**Math and Science for ECED** (ECD-223)
Course Description: This course will introduce students to a variety of age appropriate concepts and methods in mathematics and science. 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 develop activities, make or obtain manipulative, plan and practice developmentally appropriate experiences that meet standards recognized by NAEYC, NCTM and others. (See Appendix I, Pp. 65-68)

**Infant and Toddler Curriculum** (ECD-243)
Course Description: 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 2) 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:
- Information on the Quality Approval Process and Accreditation for Early Childhood Settings in Arkansas, now called Better Beginnings
- Arkansas Frameworks Handbook for Infants and Toddlers
(See Appendix J, Pp. 69-73)
**Literacy and Language Arts** (ECD-253)
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. (See Appendix K, Pp. 74-77)

**Preschool Curriculum** (ECD-263)
Course Description: 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. Competencies are based on Standards developed by the National Association for the Education of Young Children for Quality Early Childhood Settings. Also covered:
- Information on the Quality Approval Process and Accreditation for Early Childhood Settings in Arkansas, now called *Better Beginnings*
- Arkansas Frameworks Handbook for Three and Four Year Old (See Appendix L, Pp.77-82)

**The Family** (SY 223)
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. (See Appendix M, Pp. 83-88)

**Future Perspectives** (ECD-283)
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. (See Appendix N, 86-89)

**Practicum** (ECD-293)
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 (See Appendix O, Pp. 90-92)

**Computers in Education** (EN 213)
Course Description: This course is designed for those students expressing an interest in teaching. Emphasis will be placed on actual development of computer operating skills, computer literacy and computer user competency in software, e-portfolios, and the web. Students will also explore teaching and learning potential of current and emerging educational technology. (See Appendix Pp, 93-97)
Table 3
Early Childhood Education Faculty

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hargrove, Joyce</td>
<td>M.ED. (Early Childhood/Special Education)</td>
</tr>
<tr>
<td></td>
<td>University of Arkansas at Monticello</td>
</tr>
<tr>
<td></td>
<td>B.A. (Elementary Education)</td>
</tr>
<tr>
<td></td>
<td>University of Arkansas at Monticello</td>
</tr>
<tr>
<td></td>
<td>(See resume, Appendix Q, Pp. 97)</td>
</tr>
<tr>
<td>Year Hired: 2007</td>
<td></td>
</tr>
<tr>
<td>Robertson, Yvette</td>
<td>Ed.S. (Elementary Education)</td>
</tr>
<tr>
<td></td>
<td>Delta State University</td>
</tr>
<tr>
<td></td>
<td>M.Ed. (Elementary Education).</td>
</tr>
<tr>
<td></td>
<td>Delta State University</td>
</tr>
<tr>
<td></td>
<td>B.S.E. (Elementary/Early Childhood Education)</td>
</tr>
<tr>
<td></td>
<td>Arkansas State University</td>
</tr>
<tr>
<td>Year Hired: 1998</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(See resume, Appendix R, Pp. 96)</td>
</tr>
</tbody>
</table>

Professional Development

Joyce Hargrove

Attended:
"International Reading Conference-Little Rock, Arkansas (2011)
"Southeastern Early Childhood Education Association-Myrtle Beach, South Carolina" (2011)
National Association for the Education of Young Children-Dallas, Texas and Washington," DC (2010)
"Professional Development Institute-“-San Francisco, California (2013)
”Derek Clark Child Abuse Seminar”-Stuttgart, Arkansas (2013)
”PreK-ELLA (Early Language and Literacy) Train the Trainer Training” -Russellville, Arkansas (2013)
"Preventing Child Abuse and Neglect sponsored by Zero to Three”-Conway, Arkansas (2013)
”COACH Train the Trainer” -Conway, Arkansas (2013)
”CCOT Train the Trainer” -Pottsville, Arkansas (2010)
”NAEYC Accreditation Workshop” -North Little Rock, Arkansas (2012)
”Developing Rubrics”-North Little Rock, Arkansas (2012)
”School Chapters”-North Little Rock, Arkansas (2013)
”Mandated Reporting”-Little Rock, Arkansas (2011)\n
Professional Memberships:
Yvette Robertson

Attended:
“Arkansas Association for Two Year Colleges.” 2010
“Teaching children through small groups” 2010
“Delta Circles supporting families to end poverty” 2011
Core Knowledge workshop on – “A Math Rich environment” 2012
“Advising Workshop in Little Rock, 2010”
Southeastern Early Childhood Education Association-Myrtle Beach, South Carolina’ (2011)
“Derek Clark Child Abuse Seminar” -Stuttgart, Arkansas (2013)
“Professional Development Institute, San Francisco, CA” 2013
“Winthrop Rockefeller - Grade-Level Reading by the Third Grade, Little Rock” 2013
“Annie E. Casey (2-Generational Project)” 2013

Presented:
“Summer Reading Loss workshop” 2012
“College Survival” for student orientation 2012-2014
“Workshop to Daycare providers on “School Readiness” 2013

Professional Memberships:

Part-time/Adjunct Faculty

Table 4
Early Childhood Education Adjunct Report

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Highest Degree Earned</th>
<th>Courses Taught</th>
<th>Campus Taught</th>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal Simpson</td>
<td>Masters</td>
<td>ECD 113</td>
<td>DeWitt/Stuttgart</td>
<td>Freshmen level</td>
</tr>
<tr>
<td>See resume, Appendix T, Pp. 99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ja Chambliss</td>
<td>Masters</td>
<td>EN 213</td>
<td>DeWitt/Stuttgart</td>
<td>Freshmen level</td>
</tr>
<tr>
<td>See resume, Appendix V, Pp. 101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carolyn Turner</td>
<td>Masters</td>
<td>SY 223</td>
<td>DeWitt</td>
<td>Freshmen level</td>
</tr>
<tr>
<td>See resume, Appendix S, Pp. 98</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carolyn Willingham</td>
<td>Masters</td>
<td>ECD 113</td>
<td>Helena</td>
<td>Freshmen level</td>
</tr>
<tr>
<td>See resume, Appendix U, Pp. 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty Course Load
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 $500.00 per credit hour.


<table>
<thead>
<tr>
<th>Yvette Robertson</th>
<th>Joyce Hargrove</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>ECD 1001 Field Experience I</td>
<td>ECD-1001 Field Experience I</td>
</tr>
<tr>
<td>ECD 1103 Child Development</td>
<td>ECD-1003 Fundamentals of Childcare</td>
</tr>
<tr>
<td>ECD 103 Foundations of Early Childhood</td>
<td>ECD-1103 Child Development</td>
</tr>
<tr>
<td>ECD 1003 Fundamentals of Child Care</td>
<td>ECD-213 Child Guidance</td>
</tr>
<tr>
<td>ECD 243 Infant/Toddler Curriculum</td>
<td>ECD-243 Infant/Toddler Curriculum</td>
</tr>
<tr>
<td>ECD 263 Preschool Curriculum</td>
<td>ECD-263 Preschool Curriculum</td>
</tr>
<tr>
<td>ECD 213 Child Guidance</td>
<td>ECD-263 Preschool Curriculum</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>ECD 283 Future Perspectives</td>
<td>ECD-1101 Field Experience II</td>
</tr>
<tr>
<td>ECD 293 Practicum</td>
<td>ECD-1203 Application of Childcare</td>
</tr>
<tr>
<td>ECD 1203 Application of Child Care</td>
<td>ECD-103 Foundations of Early Childhood</td>
</tr>
<tr>
<td>ECD 1101 Field Experience II</td>
<td>ECD-223 Math and Science for ECED</td>
</tr>
<tr>
<td>ECD 223 Math and Science for ECED</td>
<td>ECD-253 Literacy and Language Arts</td>
</tr>
<tr>
<td>ECD 253 Literacy and Language Arts</td>
<td>ECD-283 Future Perspectives</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>SY 223 The Family</td>
<td>SY-223 The Family</td>
</tr>
</tbody>
</table>

Program Resources

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. The Table 6 and the information that follows illustrate the resources of the PCCUA library.
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.

<table>
<thead>
<tr>
<th>Database Titles from EBSCO</th>
<th>Coverage</th>
<th>Approximate Number of Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Search Elite</td>
<td>Academic areas of study</td>
<td>More than 2100 journals – more than 1700 peer-reviewed titles</td>
</tr>
<tr>
<td>Academic Search Premier</td>
<td>Multi-disciplinary scholarly collection</td>
<td>More than 4600 journals – approximately 3900 peer-reviewed titles</td>
</tr>
<tr>
<td>ERIC</td>
<td>Education</td>
<td>Links to more than 323,000 full-text documents</td>
</tr>
<tr>
<td>Funk &amp; Wagnalls New World Encyclopedia</td>
<td>Various subjects</td>
<td>Over 25,000 encyclopedia entries</td>
</tr>
<tr>
<td>Legal Collection</td>
<td>Information on current issues, studies, trends in legal world</td>
<td>More than 300 scholarly law journals</td>
</tr>
<tr>
<td>Library, Information Science &amp; Technology Abstracts</td>
<td>Includes all areas of librarianship</td>
<td>Indexes more than 560 core journals, nearly 50 priority journals, and 125 selective journals</td>
</tr>
<tr>
<td>MAS Ultra—School Edition</td>
<td>Reference, biographies, images</td>
<td>More than 500 full-text magazines</td>
</tr>
<tr>
<td>Newspaper Source</td>
<td>National and international newspapers, TV and radio transcripts</td>
<td>40 national and international newspapers; 389 regional US newspapers</td>
</tr>
<tr>
<td>Professional Development Collection</td>
<td>Education</td>
<td>Nearly 520 journals – nearly 350 peer-reviewed titles</td>
</tr>
<tr>
<td>Teacher Reference Center</td>
<td>Teacher and administrator journals/magazines for professional educators</td>
<td>Indexing and abstracts for 280 periodicals</td>
</tr>
</tbody>
</table>
Library Electronic Resources

Gale Group Database Titles
- Biographies
- Periodical articles
- Statistical tables, charts, and graphs

Additional Electronic Resources
- Britannica Online
- SIRS Discoverer
- SIRS Knowledge Source

Budget funds for the library are not specifically allocated by academic discipline. Requests for materials purchases from all disciplines are welcomed and approved as funds permit. The Library budget for 2010-2017 is included in Table 7. This budget does not including personnel costs. Current library staffing includes:
- 1 full-time Director (all three campuses)
- 3 full time and 2 part-time staff on Helena Campus
- 1 full time staff member on DeWitt Campus
- 1 full time staff member on Stuttgart Campus

Students with Disabilities
PCCUA provides disability services and accommodations available, when necessary, appropriate, and reasonable. In order to allow students with disabilities participation in services that are defined by the Disability Coordinator on each campus and include, but are not limited to, the following: facilitating physical accessibility on campus; reasonable modification of academic degree or course in certain instances; alternate methods of testing and evaluation; auxiliary aids and services are available for students with impaired sensory, manual, speaking, or processing skills. The names and offices of each campus coordinator is posted in the handbook and in the catalog.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Supplies/Services</th>
<th>Holdings</th>
<th>Travel</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helena</td>
<td>$24,000.00</td>
<td>$23,026.00</td>
<td>$3,630.00</td>
<td>$50,656.00</td>
</tr>
<tr>
<td>DeWitt</td>
<td>$16,000.00</td>
<td>$19,737.00</td>
<td>$1,450.00</td>
<td>$37,187.00</td>
</tr>
<tr>
<td>Stuttgart</td>
<td>$16,000.00</td>
<td>$19,737.00</td>
<td>$1,450.00</td>
<td>$37,187.00</td>
</tr>
<tr>
<td>Total by Account</td>
<td>$56,000.00</td>
<td>$62,500.00</td>
<td>$6,530.00</td>
<td>$125,030.00</td>
</tr>
</tbody>
</table>

Institutional Support for Faculty and Staff
PCCUA is dedicated to providing support for the faculty and students. The following section shows PCCUA’s support for faculty and students through a variety of student services programs. Each program is funded differently and helps students in a different way. However, the goal of all the programs is to help students and faculty members be as successful as possible.
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.

Students and Learning
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

Degrees
Early Childhood Education offers the following degrees:
Associate of Arts in Teaching Degree (AAS)
Technical Certificate (TC)
Certificate of Proficiency (CP)

Table 7
Majors Declared

<table>
<thead>
<tr>
<th>Major</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Applied Science</td>
<td>47</td>
<td>34</td>
<td>25</td>
<td>24</td>
<td>130</td>
</tr>
<tr>
<td>Technical Certificate</td>
<td>23</td>
<td>18</td>
<td>5</td>
<td>14</td>
<td>60</td>
</tr>
<tr>
<td>Certificate of proficiency</td>
<td>39</td>
<td>40</td>
<td>23</td>
<td>14</td>
<td>116</td>
</tr>
</tbody>
</table>
Recruitment of Students
PCCUA uses a diversified recruitment strategy to enroll new students. The recruitment team, led by Rhonda St. Columbia (Vice Chancellor for College Advancement), focuses its recruitment efforts on public and private schools in Arkansas and Mississippi. The Phillips county public high schools are: Helena-West Helena School District, Marvell School District, Lee High School, and the Barton School District. The private Arkansas high schools are: Marvell Academy, Lee Academy (Marianna, Arkansas), and Desoto Academy. The Arkansas County schools are Stuttgart School District, DeWitt School District, Clarendon School District and Dumas School District. In addition, the team recruits from the Knowledge Is Power Program (KIPP) located in Helena, Arkansas. KIPP is a college preparatory charter school that enrolls students in elementary school, middle school and high school. The program can be found in many economically disadvantaged areas and does not charge its students money to attend. In Mississippi, the recruitment team recruits students from Clarksdale Public Schools and Clarksdale’s private school, also named Lee Academy.

Included on the recruitment team are PCCUA employees called Career Coaches. The Career Coaches give prospective students tours of the campus and travel to events. The following is a list of events in which the team participated during 2011:
1. College Goal Sunday
2. Great River Promise presentations (Phillips County only)
3. College Fair
4. Community Events. At various local community events, the Career Coaches set up an information table to answer questions about Phillips Community College.

Retention
Retention and success of students is a priority at PCCUA. One of the College’s retention and success activity is the 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. Studies have shown that students who regularly attend class have more success in college than students who do not. With the Early Alert System, faculty members alert the Student Success Coordinator and 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. Currently PCCUA has no Early Alert Coordinator so advisors are the Early Alert contact.

Another retention effort is provided through two Student Success (SS) classes. The SS classes are linked to Basic Writing II (EH 1023) and Freshman English I (EH 113). Students who are enrolled in EH 1023 are co-enrolled in Student Success I (SS 101). SS 101 is a one credit-hour course designed to help students develop skills, knowledge and habits which will maximize their academic performance, improve personal interaction, explore and target career goals and improve personal skills which impact scholastic achievement.

Students who are enrolled in EH 113 are co-enrolled in Student Success II (SS 111), which is a course designed to help students develop a learning system for attaining maximum success in college, in work, and in life. This course focuses on critical thinking, interpersonal and intrapersonal skills, employability skills, leadership development, conflict resolution, financial management and service learning. Instructors of the SS classes also serve as coaches who help students with any problem that may serve as a road block to their success in college. Many PCCUA students are first generation college students; while some of the information covered in the SS classes may seem trivial to some, this information is very beneficial to many of our students.
Program Graduates
The Early Childhood Education has had a degree in enrolled because of the loss of scholarship from the Division of Early Childcare and Education and the Federal budget cuts and closing of Head start facilities. Another contributing factor is the increase of assessment fees by the Council of professional recognition.

### Table 8
Student Graduation by Academic Major

<table>
<thead>
<tr>
<th>MAJOR/YEAR</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>21</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>52</td>
</tr>
<tr>
<td>TC</td>
<td>16</td>
<td>9</td>
<td>15</td>
<td>9</td>
<td>49</td>
</tr>
<tr>
<td>CP</td>
<td>22</td>
<td>9</td>
<td>14</td>
<td>12</td>
<td>57</td>
</tr>
</tbody>
</table>

Evaluation of Faculty
Faculty are evaluated in three 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.

Program Assessment
The Early Childhood Education program is progressed in steps starting with the Certificate of Proficiency feeding into the Technical Certificate and concluding with the Associate of Applied Science degree.

PCCUA assesses at the course, program, and institutional level. This assessment is critical to gauging teaching and learning effectiveness and provides information about how we are performing, if we are doing what we say we are doing, benchmarking the success of the work we do, and providing both qualitative and quantitative data needed to inform decision making about changes, modifications, and for strategic planning.
The institutional assessment includes overall outcomes related to student success and focuses on college activity as a whole. Several elements are included in the institutional assessment process such as core indicators about overall course completion, course success, term to term retention, year to year retention, and certificate and degree completion.

**Completion and Persistence**

The Division and the College worked hard on improving retention and course success of its students. All counties and high schools within PCCUA service area have experienced declining population over the past several years. The college quickly realized that it is not enough just to recruit students, but the college must put policies, procedures and student services in place to retain and help student’s complete courses and programs. Course success and retention are included as a part of our ATD goals.

**Student Success/Course Completion Results**

The ECE students have a better retention and completion rate than the overall college. The program has a higher success because of the constant instructor/student interactions. The program is very student success oriented.

<table>
<thead>
<tr>
<th>Table 9: Degree and Certificate Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree and Certificate Completion</strong></td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
</tr>
<tr>
<td>(9/272) 3%</td>
</tr>
<tr>
<td>Technical Certificates</td>
</tr>
<tr>
<td>Totals</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
</tr>
<tr>
<td>Technical Certificates</td>
</tr>
<tr>
<td>Totals</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
</tr>
<tr>
<td>Technical Certificates</td>
</tr>
<tr>
<td>Certificates of Proficiency</td>
</tr>
<tr>
<td>Totals</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
</tr>
<tr>
<td>Technical Certificates</td>
</tr>
</tbody>
</table>
Course Assessment
Every spring semester ECE program sends a course assessment form to the department chair to assess courses. With the course assessment form, each faculty member chooses one of his or her courses to evaluate. The results are sent to the department chair who forwards the data to the Director of Student Success. The results are included in the Director of Student Success’s institutional research summary report.

Employment
Early Childhood Education does assess employer satisfaction and student satisfaction with its graduates. We track student employment. PCCUA assessment link is: www.pccua.edu/assessment

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 seven topics with 39 specific questions 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. There were no specific comments in how the PCCUA Early Childhood Department could improve the early childhood program. (See Appendix W, Pp. 104-106)

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 according to the students more improvement is needed in the area of scheduling with 14% percent noting some type of issue with the way that classes are offered. The area of most satisfaction was the quality of instruction with 94% being satisfied or very satisfied. 84% of the early childhood student population surveyed is hired in some capacity by an early childcare provider. Data shows 87% of the students receive financial aid, 94% plan on continuing their education at PCCUA and 100% would recommend classes to a friend. Students responded that the classes most helpful to them are Child Development and those classes relating to the CDA Credential. Students commented they would like to see more classes relating to behavioral issues, more summer classes and more frequent Pell disbursements. (See Appendix X, Pp. 107-108)

Program Effectiveness

Program Strengths,Weaknesses, and Challenges

Strengths
1. Student centered
2. High Success rate
3. Compassionate and caring faculty
4. Responsive to needs of workforce
5. Responsive to state and national trends related to “best practices” in the field

Weaknesses
1. Ongoing funding for program
2. Equitable service on three campuses
3. Two full time faculty

**Program Challenges**
1. Declining enrollment
2. Loss of state tuition incentives
3. Reorganization of Early Childhood Education in State

**Program Improvement Over the Last Three Years**
1. Curriculum redesign
2. Technological integration in classroom instructions
3. Meeting Community need through 3G network, varied community activates, Child Maltreatment Mandates

**Planned Improvement**
1. Birth- K Certification
2. Recruit and retain students to sustain programming
3. Continued Program development
4. NAEYC Accreditation

**Institutional Review Team**
The Institutional Review team was composed of Joyce Hargrove (co-chair) Yvette Robertson (co-chair), Robin Bryant Phillips County Arts and Sciences Chair), Kim Kirby (Arts and Sciences Chair), Debby King, Vice Chancellor for Instruction, Ja Chambliss ECE (adjunct instructor).
Appendix
COURSE NAME: Field Experience I
COURSE NUMBER: ECD 1001
INSTRUCTOR INFORMATION:
Instructor- 
Office Location:
Office Telephone #:
Email Address:
Office Hours:

MEETING TIME AND PLACE: On-site in various centers
REQUIREMENTS: 240 hours working with children
CREDIT HOURS: 1 hour
REVISION DATE:

COREQUISITES: Fundamentals of Childcare ECD-1001
PREREQUISITES: None

COURSE DESCRIPTION:
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.

COURSE GOALS:
To help students understand the process of translating theory learned in the classroom to actually apply the concepts in a practicum setting of children birth to five years of age by using the CDA Assessment Observation Instrument which is the guidelines from the National Credentialing Program of Washington, D.C.

INSTRUCTIONAL OBJECTIVES & MEASURES:
To demonstrate competence in planning and implementing lesson plans, and setting up the environment to be developmentally appropriate for young children through assessment and observation and using the guidelines of the CDA Assessment Observation Instrument.

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 Civic Responsibility
2) Technology Utilization
3) Analytical and Critical Thinking
4) Communication
5) Cultural Awareness

TEXT AND READING MATERIALS:
CDA Assessment Observation Instrument and
The Child Development Associate Assessment System and Competency Standards
Publisher: The Council for Professional Recognition, Washington, D.C.

GRADING POLICY:
Students must complete 240 contact hours in a licensed childcare facility during the semester to receive a grade. The course grade will be determined by the CDA Assessment Observation Instrument and by evaluation of the child care facilities’ director and/or lead teacher. Students will be observed working with Infants/Toddlers, Preschool or Family Child Care. Students will receive a final grade for the course by being evaluated by the instructor at least once while working in the child care facility, two evaluations by the director/teacher of the facility and completion of the required CDA Portfolio.
GRADING SCALE:
90-100    A
89-80     B
79-70     C
69-60     D
Below 60  F

ATTENDANCE POLICY:
Students are expected to attend all scheduled practicum hours punctually. A work schedule is to be submitted to the instructor as soon as one is established by the child care facility. Students will be warned of the danger of becoming “excessively absent” if the student fails to make regular attendance in the childcare center. If the student continues to absent from the facility, the student will receive an EW and will be dropped from the course. Failure to complete this course will prevent the student from obtaining the CDA Credential from the Council of Professional Recognition. Students are required to maintain time sheets signed by the director and/or teacher of the child care facility and to notify the director or lead teacher of that child care facility if and when the student is not able to attend.

PARTICIPATION:
You are expected to follow the rules of the center and verify your contact hours for the semester. The student is not in the child care facility to observe but to be an active participant in activities and experiences. The CDA student should make every effort to participate in child activities and to be fully engaged with the child. The CDA student’s responsibility is to carry out the duties described by the director and/or lead teacher. The CDA student does not have the authority to discipline or alter plans and routines in any way while in the child care facility. To participate in any activity involving children, the student must be cleared of Child Maltreatment and have a Criminal Background Check. It will be the responsibility of the student to pay for this and complete the required paperwork. Failure to do this will result in the student not being allowed to participate in the required activities resulting in a failing grade for the course.

COURSE EVALUATION & ASSESSMENT:
CDA Assessment Observation Instrument
CDA Resource Notebook
Time Sheets
Teacher/Director Evaluations
Participation
Instructor Classroom Observations

MATERIALS REQUIRED:
Log in sheet for clock hours
The Child Development Associate Assessment System and Competency Standards Book
PCCUA Child Development Associate Handbook (to be distributed by the instructor)

MISSED OR LATE ASSIGNMENTS AND EXAMS:
Contact hours must be made on a regular schedule with the center. If you are unable to attend the center, you must contact the teacher/director of the center to inform them of your absence. Failure to complete required hours will result in an Incomplete or “F” for the class. You are to present yourself as a professional by being on time and present at all times. Failing to be punctual and present will result in failing the course. The Professional Portfolio should be kept up to date and all assignments should be completed and included in the portfolio as assigned by the instructor.

STUDENT RESPONSIBILITIES:
It is the responsibility of the student to know and comply with the instructor’s policy and to contact the instructor to make up missed days while in the practicum. If the student is not currently employed by a center, a log sheet must be completed each week and signed by the director of the center each time the student volunteers in the center. If the student is currently employed by the center, the instructor has the right to speak to the director/administrator staff concerning the time spent each week in the facility. The student is responsible for spending at least 240 hours during the fall semester at the center working directly with children. Students are required to be cleared by Child Maltreatment and Criminal Background Checks before
working/volunteering/observing in any child care facility or center. Students are required to adhere to any further policy stated by the child care facility in which the student is volunteering/working.

**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. 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.

Students are expected and required to write their own competency goals and not copy these from any other individual or printed material. The Council of Professional Recognition often scans competency goals that have been submitted in the previous years and checks periodically for plagiarism and cheating. Copying another candidate’s work and taking credit for it will result in disciplinary action by the Council of Professional Recognition in Washington, D.C. and from PCCUA.

The penalty for 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 may also result in disciplinary sanctions including probation or suspension from the college.

**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:** Scott Post, the Vice Chancellor for Student Services, serves as the ADA Compliance Officer. If you have a disability please contact the Student Disabilities Coordinator for your campus.
- DeWitt-Phyllis Fullerton (870) 946-3506 ext. 1610
- Helena-George White (870) 338-6474 ext. 1135
- Stuttgart-Terry Simpson (870) 673-4201 ext. 1809

Americans with Disabilities Act can be found in the Student Handbook.

**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. Directory information can be provided unless the student request that it be withheld.

**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.

**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.

**CLASSROOM BEHAVIOR:**
Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class and while in centers. There shall be NO TEXTING during class or in a center under any circumstances. Violation of these policies WILL result in disciplinary action. Additionally, students are not permitted to bring food or drink into classrooms or unauthorized visitors in the class or the child care centers. While in the center, students are not to
have clothing or other articles that smell of cigarette smoke due to the fact that many of the children have severe allergies or asthma. Language should be appropriate for young children and students must dress appropriately and according to the center's dress code. The CDA student should closely follow the confidentiality clause and early childhood responsibilities as stated in the NAEYC Code of Ethical Conduct. Negative or critical remarks about a child care facility, director/teacher, child or parent **WILL NOT** be tolerated. The CDA student is to adhere to all facility rules, policies and regulations. Failure to do so will result in dismissal from the child care facility therefore resulting in being forced to drop the Field Experience I course. Students are required to have Child Maltreatment and Criminal Background Checks before going into any facility, day care, and/or school where children are present. It is the student's responsibility to pay for these and not the responsibility of the center, facility, school or PCCUA.

**DISCLAIMER:**
This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances may arise (e.g., bad weather, mechanical problems in the facilities, etc.) that may alter the subject matter covered on scheduled dates.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE NAME: Fundamentals of Childcare  
COURSE NUMBER: ECD-1003  
ACADEMIC YEAR:  
MEETING TIME & PLACE:  
PREREQUISITIES: None  
COREQUISITES: ECD-1001, ECD-1103  
CREDIT HOURS: 3 Hours  
REVISION DATE:  
CLOCK HOURS: 3 Hours  

INSTRUCTOR INFORMATION:  
Instructor:  
Office Location:  
Office Telephone #:  
Email Address:  

COURSE DESCRIPTION: 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 early childhood education is based upon and learn how to develop an effective program designed uniquely for children birth to five. The student will also obtain knowledge of state and federal laws pertaining to the care and education of young children. The course is based upon guidelines established by the Council for Early Childhood for Professional Recognition.  

EXPECTED LEARNING OUTCOMES/GOALS:  
1. To familiarize the students with early childhood as a profession  
2. To help students understand how children grow and learn  
3. To help students develop skills in planning, organizing and implementing developmentally appropriate experiences for young children  
4. To assist students in developing a CDA Professional Portfolio  
5. To explore ways to create positive relationships with families, coworkers, children and the community  
6. To familiarize the students with the National Association of the Education of Young Children and the Code of Ethical Conduct  

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES:  
1. Students will be able to identify the various occupations of early childhood as a profession.  
2. Students will be able to plan and implement developmentally appropriate experiences to support children birth through age 5 in social, emotional, creative, language, physical and cognitive development.  
3. Students will describe ways to set up a safe, healthy environment that invites learning.  
4. Students will be able to develop a professional portfolio based on the six competencies and thirteen functional areas.  
5. Students will be able to identify ways to promote positive behaviors in young children.  
6. Students will create ways to interact with families to promote positive relationships.  
7. Students will discuss professionalism, the NAEYC as an early childhood organization, and the Code of Ethical Conduct.  

PCCUA CORE COMPETENCIES:  
The five PCCUA 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.  
1. Social and Civic Responsibility  
2. Technical Utilization  
3. Analytical and Critical Thinking  
4. Communication  
5. Cultural Awareness
REQUIRED TEXT: All About Child Care and Early Education, A Comprehensive Resource for Child Care Professionals by Marilyn Segal, Betty Bardige, M. Kori Bardige, Larraine Breffni, and Mary Jean Woika (2012)


RESORCE MATERIALS: Essentials for Child Development Associates Working with Young Children and The Child Development Associate Assessment System and Competency Standards

PUBLISHER: The Council for Professional Recognition, Washington, D.C.

MATERIALS NEEDED:
Three ring binder (2 inch) with front plastic pocket
Highlighter, pens, pencils
Paper (plain, bordered, colored, etc.)
Plastic sheet protectors (top open)
Tabbed index dividers (at least 4)
Spiral notebook with pocket/folder or spiral notebook with additional folder
Various project supplies

GRADING POLICY:
Quizzes
Autobiography
Acrostic
Tests
Portfolio
Resource File
Competency Goals
Dividers
Community Service Project
Portfolio Cover
Child Care Facility Visit/Report

GRADING SCALE:
90-100% A
80-89% B
70-79% C
60-69% D
BELOW 60% F

ATTENDANCE POLICY: Students are expected to attend all scheduled classes regularly and punctually. Students will be warned of the danger of failure in the course grade if more than two classes are missed. On the third absence the student will be given an EW and dropped from the course. Only extenuating circumstances will be excluded from this policy. The instructor will determine what the extenuating circumstances are. Students should make arrangements to submit assignments to the instructor prior to absence. Students are expected to be present in the classroom at the scheduled time as stated on the course syllabus. Students should sign in as they come into the classroom as verification of attendance. If the student is not present as class begins, the student will be counted as tardy. The student is also 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 result in that counting as one absence. Should there be a work conflict or other PCCUA class conflict the instructor should be notified prior to the absence, tardy, early departure and an agreement worked out between the instructor and student. A community service project has been scheduled on October 26 that will count as class attendance.

PARTICIPATION: You are expected to participate in class through assignments, observations, projects, activities, class discussions, community service projects, etc. All assignments are to be completed before the beginning of the class period. No one should be working on assignments during class time unless it is a class activity assigned by the instructor. There may be group assignments for all to participate in throughout the
Each student is required to do a part of any group assignment for the individual student to be given a grade for the assignment. A community service project will be discussed and students will receive credit for participating. Failure to participate in class assignments, projects, activities, etc. will result in a lowered grade for the course. To participate in any activity involving children, the student must be cleared of Child Maltreatment and have a Criminal Background Check. It will be the responsibility of the student to pay for this and complete the required paperwork. Failure to do this will result in the student not being allowed to participate in the required activities resulting in a failing grade for the course. When participating in class discussions, students should refrain from mentioning specific names of colleagues, directors, administrators, children, families of children, etc. from the discussion. Discussions should pertain only to situations for instruction, not for gossip.

**COURSE EVALUATION & ASSESSMENT:** Quizzes, Statements of Competence, CDA Portfolio, Resource File Collection items, group and individual assignments, presentations, projects, autobiography acrostic and other assignments given by the instructor.  

**NOT ALL ASSIGNMENTS FOR PORTFOLIO MUST BE TYPED IF YOU WANT IT TO BE GRADED.**

**PORTFOLIO:** Students will be required to compile a Professional Portfolio for a portion of the course grade as well as to provide as documentation to the Council for Professional Recognition in Washington, D.C. Students will be expected to follow the design for the portfolio outlined by the instructor. Part of the final course grade will be determined by the portfolio. The portfolio should be kept and added to for Applications of Child Care course requirements. It will be the responsibility of the student to keep the portfolio updated and in a safe place. The portfolio should be brought to class each week unless instructed to do otherwise by the instructor.

**COMMUNITY SERVICE:** Each student will be required to participate in coordinating the child activities at the CASA Fun Run in DeWitt on October 26. Should there be an extenuating circumstance, the student will be required to participate in another service project and write a paper on that project. The service project must be approved by the instructor before it can be used for credit. The students must be cleared of Child Maltreatment and have a Criminal Background Check in order to participate.

**MISSED OR LATE ASSIGNMENTS AND EXAMS:** All activities, presentations, portfolio checks, projects, exams and assignments must be turned in at the beginning of the class period on the date due. Assignments and exams should not be missed unless there is an extenuating circumstance or prior approval has been granted by the instructor.

**STUDENT RESPONSIBILITIES:** It is the student’s responsibility to know and comply with the Instructor’s policy regarding the course syllabus, class work, projects and activities. This includes making up any missed work. The student should notify the instructor prior to an absence. Assignments should be submitted prior to the absence if any way possible. The student is responsible for initiating the scheduling of the missed exams, activities, projects, and/or assignments. Failure to submit assignments or schedule missed exams, tests, etc. will result in a 0 for the work. To participate in any activity involving children, the student must be cleared of Child Maltreatment and have a Criminal Background Check. It will be the responsibility of the student to pay for this and complete the required paperwork. Failure to do this will result in the student not being allowed to participate in the required activities resulting in a failing grade for the course. ANY INFORMATION REGARDING STUDENTS, TEACHERS, ADMINISTRATOR, DIRECTORS, POLICIES, ETC. OF THE EARLY CHILDCARE FACILITY, SCHOOL, OR DAY CARE IS STRICTLY CONFIDENTIAL. GOSSIP WILL NOT BE TOLERATED. FAILURE TO COMPLY WITH THE POLICY WILL RESULT IN THE STUDENT BEING REPROMANDED AND POSSIBLY DROPPED FROM THE COURSE.

**FIELD EXPERIENCE AND OBSERVATION:** There will be times the student will need to observe or plan activities in a licensed early childcare facility, school or day care. Students are responsible for ensuring they have scheduled the observation or activity with the director/teacher/administrators in charge of the facility, school or day care. All Child Maltreatment and Criminal Background Checks must be cleared before attending/visiting a childcare facility, school or day care. ANY INFORMATION REGARDING STUDENTS, TEACHERS, ADMINISTRATOR, DIRECTORS, POLICIES, ETC. OF THE EARLY CHILDCARE FACILITY, SCHOOL, OR DAY CARE IS STRICTLY CONFIDENTIAL. GOSSIP WILL NOT BE TOLERATED. FAILURE TO COMPLY WITH THE POLICY WILL RESULT IN THE STUDENT BEING REPROMANDED AND POSSIBLY DROPPED FROM THE COURSE.
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. 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. 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 may also result in disciplinary sanctions including probation or suspension from the college.

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: Scott Post, the Vice Chancellor for Student Services, 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 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. Contact information:
   DeWitt-Phyllis Fullerton (870) 946-3506 ext. 1610
   Helena-George White (870) 338-6474 ext. 1135
   Stuttgart-Terry Simpson (870) 673-4201 ext. 1809

Americans with Disabilities Act can be found in the Student Handbook.

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

CLASSROOM BEHAVIOR: Electronic devices, such as cell phones, pagers, etc., are not permitted and must be turned off during class without prior permission of the instructor. There shall be no phone calls or texting during class time. Phones are not allowed out during class time unless prior permission as been granted by the instructor. Violation of these policies may result in disciplinary action. Students are not permitted to bring food or drink in to the classrooms. There is absolutely no smoking on PCCUA grounds. Students should attend to restroom needs and eating prior to the beginning of class and exit the classroom only in cases of an emergency. It is a distraction to the class when students enter and exit the classroom during instruction time. No children or unauthorized visitors are allowed in the classroom during class time. There shall be no criticism toward any individual or negative behavior or outbursts. 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. A sample of the PCCUA Discipline Form is attached for reference.
Policy: 261 - PHILLIPS COMMUNITY COLLEGE BOARD POLICY
Tobacco Policy: Date Adopted: 4/87 Revised: 4/93, 9/06, 7/09

Smoking and the use of tobacco products (including cigarettes, cigars, pipes, smokeless tobacco and other tobacco products) by students, faculty, staff and visitors are prohibited on all Phillips Community College properties. The use of tobacco products is prohibited at all times:

1. in all interior space on the Phillips Community College campuses;
2. on all outside property or grounds of the Phillips Community College campuses including partially enclosed areas such as walkways, breezeway and bus shelters;
3. in college vehicles, including buses, vans, and all other college vehicles;
4. in all indoor and outdoor athletic facilities, as well as the grandstands of outdoor facilities.

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, etc.) that may require a change to the subject matter covered on a particular date.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE NUMBER: ECD-1103  
COURSE NAME: Child Development  
ACADEMIC YEAR:  
MEETING TIME & PLACE:  
PREREQUISITES: None  
COREQUISITES: None  
CREDIT HOURS: 3 Hours  
CLOCK HOURS: 3 Hours  
REVISION DATE: 

COURSE DESCRIPTION: This course is the study of environmental and hereditary effects on the cognitive, affective, psychomotor, and sociolinguistic development of typically and atypically developing children from conception through middle childhood (conception through age 8) with diverse cultural backgrounds within and outside the United States. The students will be introduced to methods used to observe and evaluate children's development and recognize possible delays in development. Practical application of theory is provided through a variety of hands-on experiences and a minimum of five (5) hours of observation with children.

OBJECTIVES AND GOALS: 
Course Objectives and Course Content
The objectives of this course are listed below. They are selected from the Arkansas Licensure Principles, and the NAEYC Standards.

Arkansas Licensure Principle #3
The teacher plans instruction based upon human growth and development, learning theory, and the needs of the student.
3.1.0 Knowledge  
3.1.1 The teacher knows the concepts of human growth and development.  
3.1.4 The teacher understands how students' physical, social, emotional, and cognitive development influence learning and applies these factors when making instructional decisions.  
3.1.5 The teacher is aware of expected developmental (physical, social, emotional, and cognitive) characteristics; the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect the performance in another domain.  
3.1.6 The teacher understands the importance of peers to intellectual development.

NAEYC Standards:  
• Compare theories related to child development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c)  
• Differentiate between the physical, cognitive, social/emotional and language characteristics of infants, toddlers, pre-school and school-age children (NAEYC 1a, 1b, 1c, 4a, 4b)  
• Document observations of infants, toddlers, and preschool and school-age children and connect to the Arkansas Frameworks. (NAECY 1a, 1b, 1c, 2a, 2b, 2c)  
• Examine the biological and environmental factors influencing child development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c, 2a, 2b, 2c)  
• Analyze how culture, family and society influence growth and development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b)

EXPECTED STUDENT OUTCOMES:  
The student will:  
1. Identify and describe major concepts and theoretical perspectives that are used to explain child development.
2. Compare and contrast the major perspectives and describe advantages and limitations of each.
3. Define terms and concepts of child development, characteristics and influences of development of the child.
4. Demonstrate knowledge of the history of the discipline of child development and the contributions of the major figures in the field.
5. Demonstrate an understanding of the scientific method and identify the methods employed in the study of child development.
6. Explain how teachers can be researchers.
7. Explain the need for professional code of ethics.
8. Describe how learning takes place.
9. Compare the pros and cons of technology as a vehicle for learning.
10. Explain the advantage of inclusion.
11. Define play, its importance and functions.
12. Describe the nature versus nurture issue in child development.
13. Explain the process of conception, prenatal development, and factors that pose a danger to the fetus.
14. Exhibit an understanding of the influence of the family on a child’s development and others who provide child care.
15. Identify the essential adult role with young children.
16. Describe basic needs and issues of the child at each developmental stages as well as appropriate methods of meeting those needs.
17. Identify effective methods of guiding the behavior of young children.

**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.

1. Social and Civic Responsibility
2. Technology Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

**REQUIRED TEXT:** *Childhood, Voyages in Development, 5th Edition* by Spencer A. Rathus (2011)

**PUBLISHER:** Wadsworth Cengage Learning, Belmont California

**MATERIALS NEEDED:**
Three ring binder (2 inch) with front plastic pocket
Highlighter, pens, pencils
Plastic sheet protectors (top open)
Tabbed index dividers
Spiral notebook with pocket/folder or paper with additional folder
Various project supplies

**GRADING:** Grades will be earned through a variety of experiences. In-class activities, online assignments, homework, presentations, projects, quizzes, etc. Other assignments, exams, presentations, etc. may be added. All materials that are turned in are expected to be neat, legible, and complete and typed if indicated by the instructor. Unsatisfactory work may not be accepted. Your computer problems are not an excuse for not completing an assignment. You must have developed an alternative plan to complete the assignment. Tests/quizzes, in-class activities are scheduled for a specific amount of time. Time will not be extended if you are late to class. You must complete the work in the given amount of time. Some tests may be administered through Blackboard.
GRADING SCALE:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>BELOW 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY: Students are expected to attend all scheduled classes regularly and punctually. Students will be warned of the danger of failure in the course grade if more than ONE class is missed. This is a hybrid class and students are expected to attend all scheduled classes and participate in online assignments and discussions weekly. Failure to participate in online assignments and attend scheduled classes will result in the student being counted as absent. On the third absence the student may be given an EW and therefore dropped from the course. Only extenuating circumstances will be excluded from this policy. The instructor will determine what the extenuating circumstances are. Students should make arrangements to submit assignments to the instructor prior to an absence. Students are expected to be present in the classroom at the scheduled time as stated on the course syllabus. Students should sign in as they come into the classroom as verification of attendance. If the student is not present as class begins, the student will be counted as tardy. 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 result in that counting as one absence. Should there be a work conflict or other PCCUA class conflict the instructor should be notified prior to the absence, tardy, early departure and an agreement worked out between the instructor and student.

PARTICIPATION: You are expected to participate in class through assignments, observations, projects, activities, class discussions, community service projects, online assignments, etc. All assignments are to be completed before the beginning of the class period. No one should be working on assignments during class time unless it is a class activity assigned by the instructor. There may be group assignments for all to participate in throughout the semester. Each student is required to do a part of any group assignment for the individual student to be given a grade for the assignment. A community service project will be discussed and students will receive credit for participating. Failure to participate in class assignments, online assignments/tests, projects, activities, etc. will result in a lowered grade for the course. When participating in class discussions, students should refrain from mentioning specific names of colleagues, directors, administrators, children, families of children, etc. from the discussion. Discussions should pertain only to situations for instruction, not for gossip.

COURSE EVALUATION & ASSESSMENT: The course grade will be determined by tests, online assignments, projects, activities, presentations, observations, participation, class work and homework. Credit will also be given for participation in the community service project.

COURSE NOTEBOOK/PORTFOLIO: Students will be required to compile a course notebook for a portion of the course grade. The notebook/portfolio should be neat, organized and a culmination of the semester's work and handouts. A grade will be given of 100 possible points at the end of the semester for the course notebook. The notebook/portfolio should be brought to class each week unless instructed to do otherwise by the instructor.

COMMUNITY SERVICE: Each student will be required to participate a community service project. Credit will be given for the service done. This will be discussed in class and specific details given pertaining to the community service.

MISSED OR LATE ASSIGNMENTS AND EXAMS: All activities, presentations, notebook/portfolio checks, projects, exams and assignments must be turned in at the beginning of the class period on the date due. Assignments and exams should not be missed unless there is an extenuating circumstance or prior approval has been granted by the instructor. It is the student's responsibility to arrange a make-up time with the instructor should tests and presentations be missed. Students are expected to complete any online assignments by the date stated. Videos, quizzes, etc. may not be made up. Failure to submit an assignment or complete the assignment by the due date will result in a lowered or failing score for the assignment.

STUDENT RESPONSIBILITIES: It is the student's responsibility to know and comply with the instructor's policy regarding the course syllabus, class work, online assignments, projects and activities. This includes making up any missed work. Assignments should be submitted prior to an absence if any way possible.
The student is responsible for initiating the scheduling of the missed exams, activities, projects, and/or assignments. Failure to submit assignments or schedule missed exams, tests, etc. will result in a 0 for the work. To participate in any activities involving children, the student may be required to be cleared of Child Maltreatment and have a Criminal Background Check. It will be the responsibility of the student to pay for this and complete the required paperwork. Failure to do this may result in the student not being allowed to participate in the required activities resulting in a failing grade for the course. ANY INFORMATION REGARDING STUDENTS, TEACHERS, ADMINISTRATOR, DIRECTORS, POLICIES, ETC. OF THE EARLY CHILDCARE FACILITY, SCHOOL, OR DAY CARE IS STRICTLY CONFIDENTIAL. GOSSIP WILL NOT BE TOLERATED. FAILURE TO COMPLY WITH THE POLICY WILL RESULT IN THE STUDENT RECEIVING DISCIPLINARY ACTION AND POSSIBLY DROPPED FROM THE COURSE.

OBSERVATION: There are 5 hours minimum of required observations in a LICENSED child care facility or day care. This is a requirement for this course by the state department. Observation assignments will be discussed in class. You must complete one hour of observation for each of the following age groups: Infants (Birth to 1 year) Toddlers (12 to 36 months), and one and one-half hours for Preschool (3, 4, 5 years) and Primary (6-8 years). The observation must be in a licensed facility and the child must not be related to the observer. The verification document must be given to receive credit for the observation. All four observations must be received and completed to pass the course. To receive full point credit for the assignment it must be turned in on time. Students are responsible for ensuring they have scheduled the observation or activity with the director/teacher/administrators in charge of the facility, school or day care. All Child Maltreatment and Criminal Background Checks MAY NEED TO be cleared before attending/visiting a childcare facility, school or day care. ANY INFORMATION REGARDING STUDENTS, TEACHERS, ADMINISTRATOR, DIRECTORS, POLICIES, ETC. OF THE EARLY CHILDCARE FACILITY, SCHOOL, OR DAY CARE IS STRICTLY CONFIDENTIAL. GOSSIP WILL NOT BE TOLERATED. FAILURE TO COMPLY WITH THE POLICY WILL RESULT IN THE STUDENT BEING DISCIPLINED AND POSSIBLY DROPPED FROM THE COURSE.

ALL FOUR OBSERVATIONS MUST BE SUBMITTED/COMPLETED IN ORDER TO PASS THIS COURSE.

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LABORATORY PROCEDURES: There are no laboratory procedures but students are required to participate in observations as stated above.

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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, etc.) that may require a change to the subject matter covered on a particular date.

The syllabus and the policies, guidelines, and dates included are subject to change at the Instructor’s discretion.
COURSE NAME: Applications of Child Care
COURSE NUMBER: ECD-1203
ACADEMIC YEAR: 
MEETING TIME & PLACE: 
COREQUISITES: ECD-1011
PREREQUISITES: ECD-1103 or advisor approval
CREDIT HOURS: 3 Hours
CLOCK HOURS: 3 Hours
REQUIRED LABORATORIES: None
REVISION DATE: 

INSTRUCTOR INFORMATION:
Instructor: 
Office Location: 
Office Telephone #: 
Email Address: 
Office Hours: 

COURSE DESCRIPTION: This course is designed to provide the student with the 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 of Early Childhood for Professional Recognition. Students will also examine the impact of multiculturalism on child development.

COURSE OBJECTIVES:
1. To familiarize the students with early childhood as a profession.
2. To help students understand how children grow and learn physically, emotionally, socially, and cognitively.
3. To help students develop skills in planning, organizing and implementing developmentally appropriate experiences for young children.
4. To assist students in developing a CDA Professional Portfolio.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES:
1. Students will identify the various occupations of early childhood as a profession.
2. Students will be able to plan and implement appropriate experiences to support young children in social, emotional, physical and cognitive development.
3. Students will describe ways to plan and implement developmentally appropriate learning activities for young children in an environment that is safe and healthy, and encourages learning.
4. Students will develop a professional portfolio based on the six competencies and thirteen functional areas.

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.
1) Social and Civic Responsibility
2) Technology Utilization
3) Analytical and Critical Thinking
4) Communication
5) Cultural Awareness

TEXT AND READING MATERIALS: All About Child Care and Early Education
AUTHOR(S): Marilyn Segal, Lorraine Breffni, and Mary Jean Woika
PUBLISHER: Pearson, New Jersey
MATERIALS NEEDED:
Three ring binder (2 inch) with front plastic pocket
Highlighter, pens, pencils
Paper (plain, bordered, colored, etc.)
Plastic sheet protectors (top open)
Tabbed index dividers (at least 4)
Spiral notebook with pocket/folder
Various project materials

COURSE EVALUATION AND ASSESSMENT:
Tests
Portfolio
Resource collection entries
Competency goals
Reflective statements of competence
Objective response sheets
Professional Philosophy Statement

GRADING SCALE:
90-100%   A
80-89%   B
70-79%   C
60-69%   D
BELOW 60%   F

ATTENDANCE POLICY: Students are expected to attend all scheduled classes regularly and punctually. Students will be required to sign in at the beginning of each class period. Students should arrive on time, attend all scheduled classes, and stay for the entire class session. Assignments will be taken up at the beginning of the class period when they are due. Failure to turn in assignments will result in a grade reduction for the assignment. Students will be warned of the danger of receiving a lowered grade in the course grade if more than one class is missed. Only extenuating circumstances will be excluded from this policy. The instructor will determine what the extenuating circumstances are. Students should make arrangements to submit assignments to the instructor prior to absence. In some instances excessive absences may warrant an EW.

PARTICIPATION: You are expected to participate in class through assignments, observations, projects, activities, class discussions, etc. All assignments are to be completed before the beginning of the class period. No one should be working on assignments during class time unless it is a class activity assigned by the instructor. There may be group assignments for all to participate in throughout the semester. Each student is required to do a part of any group assignment for the individual student to be given a grade for the assignment.

COURSE EVALUATION & ASSESSMENT: Tests, notebook/portfolio, group and individual assignments, presentations, projects, essays and response sheets.

PORTFOLIO: Students will be required to compile a Professional Portfolio for the course. The portfolio will provide documentation to the Council for Professional Recognition in Washington, D.C. Students will be expected to follow the design for the portfolio outline by the instructor.

COMPUTER ASSIGNMENTS: Students will be expected to locate, download and print various items the portfolio. Your computer problems are not an excuse for not completing an assignment. You must have developed an alternative plan to complete the assignment. Assignments cannot be printed during the class period. All assignments must be printed and submitted at the beginning of the class session. Having the assignment on a flash drive is NOT considered having the assignment.
MISSED OR LATE ASSIGNMENTS AND EXAMS: All assignments, tests, projects and activities should be turned in at the beginning of the class on the date due. Failure to turn assignments, tests, projects and activities may result in a "0" for the grade. All assignments, projects, tests, activities, etc. are due at the beginning of the class period and must be completed when the class period starts. Late assignments will receive a reduction of ten points for each week it is late. Assignments more than two weeks late will not be accepted. It is the students responsibility to complete and submit all assignments without a reminder from the instructor.

STUDENT RESPONSIBILITIES: 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. Arrangements between the student and the instructor regarding missed exams/assignment must be done within one week of the date missed. Any exam/assignment not scheduled to be completed within one week will result in a 0. The student is responsible for initiating the scheduling of the missed exams, activities, projects, and/or assignments.

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. 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. 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 may also result in disciplinary sanctions including probation or suspension from the college.

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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

CLASSROOM BEHAVIOR: There shall be NO TEXTING during class under any circumstance. All electronic devices, such as cell phones and pagers, are not permitted and must be turned silenced during class. These electronic devices are not allowed out during class. Violation of these policies may result in disciplinary action. Students are not permitted to bring food into classroom unless there is prior approval or there is a class “food”
experience. There shall be no criticism, negative behavior or outbursts. There should be no unauthorized visitors, including children, permitted in class. Confidentiality pertaining to topics covered in class, visits to classroom and child care facilities and information pertaining to children, families, workers, and other students is of utmost importance. Discussions pertaining to these topics outside of the classroom will not be tolerated. Students are expected to maintain confidentiality at all times. Failure to comply with the classroom behavior policies will result in the student being dropped from the course. 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.

**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, etc.) that may require a change to the subject matter covered on a particular date.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE NAME: Field Experience II
COURSE NUMBER: ECD 1101
SEMESTER AND YEAR: 
MEETING TIME AND PLACE: On-site in various centers
REQUIREMENTS: 240 hours working with children in a licensed child care facility
CREDIT HOURS: 1 hour
REVISION DATE: 
COREQUISITES: ECD-1203
CLOCK HOURS: 240 hours field experience
PREREQUISITES: None
REQUIRED LABS: No labs; only childcare facilities.

INSTRUCTOR INFORMATION:
Instructor:
Office Location:
Office Telephone #:
Email Address:
Office Hours:

COURSE DESCRIPTION:
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.

COURSE GOALS:
To help students understand the process of translating theory learned in the classroom to actually apply the concepts in a practicum setting of children birth to five years of age by using the CDA Assessment Observation Instrument which is the guidelines from the National Credentialing Program of Washington, D.C.

INSTRUCTIONAL OBJECTIVES & MEASURES:
To demonstrate competence in planning and implementing lesson plans, and setting up the environment to be developmentally appropriate for young children through assessment and observation using the guidelines of the CDA Assessment Observation Instrument.

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.
1. Social and Civic Responsibility
2. Technology Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

TEXT AND READING MATERIALS:
The Child Development Associate National Credentialing Program and CDA Competency Standards Infants/Toddlers or Preschool Edition
Publisher: The Council for Professional Recognition, Washington, D.C.

GRADING POLICY:
Students must complete 240 contact hours in a licensed childcare facility during the semester to receive a grade. The course grade will be determined by the CDA Assessment Observation Instrument and by evaluation of the child care facilities’ director and/or lead teacher. Students will be observed working in the field of Infants/Toddlers, Preschool or Family Child Care. Students will receive a final grade for the course by being evaluated by the instructor at least once while working in the child care facility, possible evaluations by the director/teacher of the facility and completion of the required CDA Professional Portfolio.
GRADING SCALE:
90-100  A
89-80   B
79-70   C
69-60   D
Below 60 F

ATTENDANCE POLICY:
Students are expected to attend all scheduled practicum hours punctually. A work schedule is to be submitted to the instructor by the third class meeting. Students will be warned of the danger of becoming “excessively absent” if the student fails to make regular attendance in the childcare center. Students are required to maintain time sheets signed by the director and/or teacher of the child care facility and to notify the director or lead teacher of that child care facility if the student is not able to attend.

PARTICIPATION:
You are expected to follow the rules of the center and verify your contact hours for the semester. The student is not in the child care facility to observe but to be an active participant in activities and experiences. The CDA student should make every effort to participate in all activities and to be fully engaged with the child. The CDA student's responsibility is to carry out the duties described by the director and/or lead teacher.

COURSE EVALUATION & ASSESSMENT:
CDA Assessment Observation
CDA Professional Portfolio
Time Sheets

MATERIALS REQUIRED:
Log in sheet for clock hours
The Child Development Associate National Credentialing Program and CDA Competency Standards Book

MISSED OR LATE ASSIGNMENTS AND EXAMS:
Contact hours must be made on a regular schedule with the center. If you are unable to attend the center, you must contact the director of the center to inform them of your absence. Failure to complete required hours will result in an Incomplete or “F” for the class. You will be expected to submit a schedule of your work/volunteer hours.

STUDENT RESPONSIBILITIES:
It is the responsibility of the student to know and comply with the instructor's policy and to contact the instructor to make up missed days while in the practicum. If the student is not currently employed by a center, a log sheet must be completed and signed by the director of the center. Students will go through a Federal Bureau of Investigation background check as required by child care facilities as well as a Child Maltreatment check. These two checks will be the responsibility of the student. It will also be the responsibility of the student to have a TB Skin Test should one be required by the childcare facility.

ACADEMIC HONESTY POLICY:
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The penalty for 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 may also result in disciplinary sanctions including probation or suspension from the college.
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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.

INSURANCE:
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CLASSROOM BEHAVIOR:
Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during class and while in centers. There shall be no texting during class, while in the child care facility or in any classroom under any circumstances. Violation of these policies may result in disciplinary action. Students are not permitted to bring food or drink into classrooms. While in the center, students are not to have clothing or other articles that smell of cigarette smoke due to the fact that many of the children have severe allergies or asthma. Language should be appropriate for young children and students must dress appropriately. The CDA student should closely follow the confidentiality clause and early childhood responsibilities as stated in the NAEYC Code of Ethical Conduct. Negative or critical remarks about a child care facility, director/teacher, child and/or parent will not be tolerated. The CDA student is to adhere to all facility rules, policies and regulations. Failure to do so will result in dismissal from the child care facility therefore resulting in being forced to drop the Field Experience II course.

DISCLAIMER:
This syllabus represents a proposed plan to execute the above policies and objectives according to the included school and class calendar. However, certain circumstances may arise (e.g., bad weather, mechanical problems in the facilities, etc.) that may alter the subject matter covered on scheduled dates.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE DESCRIPTION: 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.

COURSE OBJECTIVES:
1. To familiarize the students with the major roles and characteristics of early childhood teachers.
2. To help students understand and outline the philosophical foundations and historical forces that have shaped early childhood education.
3. Match the developmental principles and major milestones of children from birth to age eight to the areas of physical, emotional, social and cognitive development.
4. Compare different types of early childhood programs.
5. Locate appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom.
6. Summarize key socio-cultural, political, and economic context forces that have had an impact on early childhood education.
7. State the teacher's role in supporting the socialization process in young children.
8. Collect examples of beneficial strategies which establish effective home and school partnerships.
10. Connect the practice of observing children to planning developmentally-appropriate learning experiences.
11. Evaluate physical environments, activities, and materials for young children birth to age eight.
12. Acknowledge professional work ethics.

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.

1) Social and Civic Responsibility
2) Technology Utilization
3) Analytical and Critical Thinking
4) Communication
5) Cultural Awareness


AUTHOR: Ann Miles Gordon and Kathryn Williams Browne

PUBLISHER: Wadsworth, Cengage Learning
MATERIALS NEEDED:
Three ring binder (2 inch) with front plastic pocket
Highlighter, pens, pencils
Paper (plain, bordered, colored, etc.)
Plastic sheet protectors (top open)
Tabbed index dividers (at least 4)
Spiral notebook with pocket/folder
Various project materials

COURSE EVALUATION AND ASSESSMENT:
Tests
Homework
Observations
Evaluations of Programs
Group Project
Video Responses
Guest Speaker Responses
Individual Assignments and Projects
Blackboard Assignments

Assignments may be added or deleted. Students are responsible for the assignments as outlined on the schedule on the date due. This is required even if the student is absent the week prior to the assignment due date.

GRADING SCALE:
90-100% A
80-89% B
70-79% C
60-69% D
BELOW 60% F

ATTENDANCE POLICY: Student is expected to attend all scheduled classes regularly and punctually. Students are allowed one absence. After the first absence the student will receive lowered grade for the course, unless there are extenuating circumstances. It is the discretion of the instructor to determine if it is actually an extenuating circumstance. In the event of extenuating circumstances, the student must do the activities, projects, etc. that was done during the class that was missed, as well as make up the time missed in class. The student should try to notify the instructor prior to an absence and make certain all assignments are submitted.

PARTICIPATION: Student is expected to attend all scheduled classes regularly and punctually. Students are allowed one absence. After the first absence the student will receive lowered grade for the course, unless there are extenuating circumstances. It is the discretion of the instructor to determine if it is actually an extenuating circumstance. In the event of extenuating circumstances, the student must do the activities, projects, etc. that was done during the class that was missed, as well as make up the time missed in class. The student should try to notify the instructor prior to an absence and make certain all assignments are submitted.

Student is expected to participate in class through assignments, observations, projects, activities, class discussions, etc. All assignments are to be completed before the beginning of the class period. No one should be working on assignments during class time unless it is a class activity assigned by the instructor. There may be group assignments for all to participate in throughout the semester. Each student is required to do a part of any group assignment for the individual student to be given a grade for the assignment.

COURSE EVALUATION & ASSESSMENT: Tests, notebook, video response sheets, article reviews, group and/or individual assignments, presentations, and/or projects.

PORTFOLIO: Students will be required to compile portfolio for the course. The portfolio should be kept until the student leaves the early childhood program course of study. A grade will be given at the end of the semester on the portfolio.
COMPUTER ASSIGNMENTS: Students will be expected to locate, download and print various items. **Your computer problems are not an excuse for not completing an assignment.** You will have Blackboard assignments.

MISSED OR LATE ASSIGNMENTS AND EXAMS: All assignments, tests, projects and activities should be turned in when due. Failure to turn assignments, tests, projects and activities may result in a "0" for the grade. All assignments, projects, tests, activities, etc. are due at the beginning of the class period and must be completed when the class period starts. Late assignments will receive a reduction of ten points for each week it is late. **Assignments more than two weeks late will not be accepted.** It is the students responsibility to complete and submit all assignments without a reminder from the instructor.

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, with 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. Arrangements between the student and the instructor regarding missed exams/assignment must be done within one week of the date missed. Any exam/assignment not scheduled to be completed within one week will result in a 0. The student is responsible for initiating the scheduling of the missed exams, activities, projects, and/or assignments.

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going to the ADHE Website and selecting Course Transfer-  http://www.adhe.edu/  (Click) Arkansas Course Transfer System

CLASSROOM BEHAVIOR: Each person is to be treated with respect. You are not to discuss personal issues or make degrading comments about anyone. It is expected that the student use control when angry or dissatisfied with the instructor. Any outburst by the student will result in the student being asked to leave the classroom. Electronic devices, such as cell phones and pagers, should be silenced while in class. There shall be absolutely NO TEXTING during class under any circumstance unless permission is granted by the instructor. Unauthorized visitors, including children, are not allowed in the classroom. Failure to comply with these policies will result in disciplinary action. Policies relating to behavior should be followed in accordance to the Phillips Community College Student Handbook. These hand books are always available through the PCCUA Website.

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COURSE NAME: Health, Safety & Nutrition
COURSE NUMBER: ECD 113
ACADEMIC YEAR:
MEETING TIME AND PLACE:
CREDIT HOURS: 3
CLOCK HOURS: 3
REVISED: None
PREREQUISITES: None

INSTRUCTOR INFORMATION:
Instructor:
Office Location:
Office Telephone #:
Email Address:
Office Hours:

COURSE DESCRIPTION: This course focuses on the safety, nutrition, and health of children in early childhood education settings, including centers, early elementary schools, family child care homes, and in-home care. Upon completion of this course, students will be certified in First Aid and CPR.
http://acts.adhe.edu/secure/institutiontransferinfo.aspx

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES:
Upon completion of the course, students should be able to:
1. Recall appropriate safety, nutrition, and health guidelines for early childhood
2. Develop safe environments and the tools for safety, risk prevention, protection, and promotion.
3. Indicate the need for education, working with families, supervision, and role modeling for proper nutrition to promote health and well-being.
4. Indicate the need for and importance of education, observation, and supervision for early childhood education environment.
5. Provide vital information about child maltreatment.
6. Provide First Aid and CPR.

PCCUA CORE COMPETENCIES:
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1. Social and Civic Responsibility
2. Technical Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

GRADING POLICY:
Grades will be earned through a variety of experiences; in-class and out-class activities, homework, quizzes, reports, tests, First aid/CPR training, and Web activities.

Articles (75 points) Gather 5 (10 points each) sources/articles for each section: Safety (February 21), Nutrition (February 22), Health (March 14), and Maltreatment (April 4) Topics. Each of the sources/article must cover a different topic. Each article must have a short one paragraph synopsis. Each student will share (25 points) one of the articles in class.

Books (75pts) Find 5 children books that promote: Safety (February 21), Nutrition (February 22), and Health (March 14). Read the books to a child and record their feedback from each book. Include the title, author, and publisher. Bring one of the books to show and report on.
School Menu (25pts) - Bring a school menu from a school in your area. Compare and contrast the nutritional value in a report on the menu using the MyPyramid. Evaluate the menu and determine if the school meets the nutritional needs of children.

Observe Children’s television shows (25pts) for one hour. Record the shows watched and the food product that advertised during this time period. What percentages of ads were for healthy food? What percentage were for junk food or empty-calorie foods? What “hooks” or incentives did these ads give children to influence them to want to purchase the foods? Next, compare the findings with the MyPyramid.

Diet record (25pts) Record your diet for three days, include one weekend day. Analyze by comparing it to the MyPyramid Food Guidance System. What could you do to improve your overall diet? What steps should you take?

Community resources (50pts) Survey the community for resources that are available to help children with health issues. Find resources that cover motor difficulties, vision problems, hearing, and speech and language services that are available.

Childhood Infectious Disease (100pts) Choose a childhood illness/disease and write a report on the disease and include three resources, identify signs and symptoms, how to manage the disease in a facility and guidelines your facility follows pertaining to infectious diseases.

Child Abuse (25pts) Collect information about child abuse services available in the community.

Research Shaken Baby Syndrome (100pts) Find at least two articles/resources on the topic. Write a one page paper on the subject.

Panel Documentation Display (200pts) A topic from one of the subjects for early childhood will be assigned. The display must present information and communicate ideas to your audience. It needs to be clear, creative, and effective. You need to have a three panel display board, it cannot be hand written, and the font should be 16.


Quizzes – These may be scheduled or unscheduled over Chapters 1 -14

First Aid Training – Required for completion of course, January 24, 2014

CPR Training – Required for completion of course, January 25, 2014

GRADING SCALE:

| 90 – 100  | A |
| 80 - 89   | B |
| 70 - 79   | C |
| 60 - 69   | D |
| 50 – below| F |

ATTENDANCE POLICY:
All classes scheduled must be attended. A student will be dropped from the class or receive an F after one absent. Each student is expected to arrive on time, attend all classes, and stay for the entire time. If a student is late or leaves early this will result in an absent which then will be dropped from the class.

PARTICIPATION:
Each student is expected to participate in class discussion, activities, assignments, and community project.
MISSED OR LATE ASSIGNMENTS AND EXAMS:
All assignments must be turned in on time. Each student must complete First Aid Training and CPR Training to complete the class. There will no make-up for these training. You must complete the training to receive credit for this class.

STUDENT RESPONSIBILITIES:
ALL classes must be attended. Professional conduct and honesty are expected. No cell phone during class time.

ACADEMIC HONESTY POLICY:
Plagiarism and/or cheating will not be tolerated.

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Helena-George White (870) 338-6474 ext. 1135
Stuttgart-Terry Simpson (870) 673-4201 ext. 1809

Americans with Disabilities Act can be found in the Student Handbook.

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http://www.adhe.edu/ (Click) Arkansas Course Transfer System

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE NAME: Child Guidance
COURSE NUMBER: ECD-213
SEMESTER AND YEAR: 
MEETING TIME AND PLACE: 
PREREQUISITES: Child Development or Departmental Approval 
REQUIRED LABS: None 
CREDIT HOURS: 3 hours 
CLOCK HOURS: 3 hours 
REVISION DATE: 

INSTRUCTOR INFORMATION: 
Instructor: 
Office Location: 
Office Telephone #: 
Email Address: 
Office Hours: 

COURSE DESCRIPTION: 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.

COURSE GOALS AND OUTCOMES: 
Upon completion of the course the student should be able to: 

- State typical behaviors for young children according to their ages and development. (NAEYC 1a, 1b, 1c) 
- Categorize temperament traits and other rationales for various behaviors of birth through pre-kindergarten, including children with special needs. (NAEYC 1a, 1b, 1c, 3c, 4d) 
- Plan appropriate child-centered classroom environments to support children birth through pre-kindergarten including children with special needs. (NAEYC 3b, 4a, 4b, 4c, 4d) 
- Provide examples of family involvement opportunities that build relationships between program and families. (NAEYC 2a, 2b, 2c) Analyze purposes and types of objective observation used in the early childhood setting, birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d) 
- Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d, 5b) 
- Evaluate different behaviors of children birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d) 
- Interact positively with children birth through pre-kindergarten including those with special needs. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5c) 
- Apply guidance principles and the use of developmental check lists to monitor child readiness and engagement in all content areas for children birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d) 
- Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children birth through pre-kindergarten including children with special needs. (NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c) 
- Identify with the profession and its ethical code (NAEYC 6a, 6b)

COURSE CONTENT: 
Understanding children’s behavior 
Serving culturally diverse children and families 
Understanding the reasons for problem behavior 
Guidelines for effective guidance 
Planning the developmentally appropriate prosocial environment 
Positive communication 
Nonverbal cues and appropriate consequences
Misguided behaviors and mistaken goals
Historical perspectives and guidance theories
Understanding children with disabilities
Taking a new look at children

EXPECTED STUDENT OUTCOMES:
2. Students will record and use various positive guidance techniques.
3. Students will plan and implement activities to incorporate prosocial behavior in the classroom, including children with special needs.

PCCUA CORE COMPETENCIES:
The five PCCUA 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.
1. Social and Civic Responsibility
2. Technical Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

TEXT AND READING MATERIALS:
Arkansas Early Childhood Education Framework Handbook for Three and Four Year Old Children, Arkansas Department of Human Services
Bokony, Patti, Social and Emotional Learning, Arkansas Department of Human Services

EVALUATIONS:
Articles
Behavior observation
Notebook and entries
Exams
Case study
Application activities
Participation
Community Service Project
Online assignments
Panel Documentation/Presentation

GRADING POLICY:
Grades will be earned through a variety of experiences. In-class activities, homework, projects, articles, assignments, presentations, tests, etc. will be the basis for the course grade. Students will also receive credit for participation in activities, online assignments, presentations, projects, etc. All materials that are turned in should be neat, legible, and complete and typed if indicated by the instructor. Unsatisfactory work may not be accepted. Your computer problems are not an excuse for not completing an assignment. You must have developed an alternative plan to complete the assignment. Time for assignments will not be extended if you are late to class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

The instructor's grade book serves as the official record for grades and attendance.

ATTENDANCE POLICY: You will be expected to be present in class as scheduled. Students will be required to sign in each class period. The student is expected to participate in class assignments weekly online/email/face to face.
PARTICIPATION: Students are expected to participate in all class, online and project based assignments. Lack of participation will result in failing the course. Students are required to participate in the Arkansas County CASA Race/Fun Run as a community service project. Student will plan, organize and lead a children’s activity for the Children’s Corral at the race site on the Court Square in DeWitt.

COURSE EVALUATION & ASSESSMENT: Multiple choice, listing, short answer exams, presentations, articles, online participation, projects and data collection will be the deciding factor for grades in the course. Students will be expected to keep a notebook and record of all work and present it to the instructor when requested. Hard copies of all submitted online assignments should be included in the notebook. These notebooks should be kept for future classes/courses in the Early Childhood field of study.

COMMUNITY SERVICE: The student will be required to participate in a CASA community service project. This project will be held Saturday, October 26 on the Court Square in DeWitt. Student will be required to create, organize, plan and execute a children’s activity on this day. The student is required to provide all the materials and items for the activity. Specific instructions and times will be provided at a later date. Prior approval of the activity must be granted by the instructor.

MISSED OR LATE ASSIGNMENTS AND EXAMS: Exams and assignments are expected to be turned in by the date due as scheduled by the instructor. Hard copies of all submitted online assignments should be kept in the notebook for proof of submission date. Assignments will be taken up at the beginning of the class period when they are due. Failure to turn in assignments will result in a grade reduction for the assignment. Current events and issues pertaining to child guidance may be discussed online.

STUDENT RESPONSIBILITIES: It is the student’s responsibility to know and comply with the instructor’s policy and to contact the instructor should any problems arise. The student is responsible for all assignments being delivered to the instructor via email/Blackboard and/or during the face-to-face meetings. The student is also responsible for getting a Child Maltreatment and Criminal Background Check clearance before working with children as required by the child care facility and Arkansas law.

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. 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. The penalty for 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 may also result in disciplinary sanctions including probation or suspension from the college.

LABORATORY PROCEDURES: None

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: Scott Post, the Vice Chancellor for Student Services, 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 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. Contact information:
DeWitt-Phyllis Fullerton (870) 946-3506 ext. 1610
Helena-George White (870) 338-6474 ext. 1135
Stuttgart-Terry Simpson (870) 673-4201 ext. 1809
Americans with Disabilities Act can be found in the Student Handbook.
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. Directory information can be provided unless the student request that it be withheld.

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.

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.

CLASSROOM BEHAVIOR:
Electronic devices, such as cell phones and pagers, are not permitted and must be turned off during student/instructor meetings and while in a child care facility. Electronic equipment may not be used without permission of the instructor and/or child care facility administrator. Unauthorized visitors, including children, are not allowed in child care facility or during the student/instructor meetings. Food or drinks should not be brought into the facility unless prior permission has been granted. Violation of these policies may result in disciplinary action. All policies, rules and regulations are found in the PCCUA Student Handbook. Student handbooks are available in hardcopy and online at the PCCUA website.

Policy 261 - PHILLIPS COMMUNITY COLLEGE BOARD POLICY
Tobacco Policy: Date Adopted: 4/87 Revised: 4/93, 9/06, 7/09

Smoking and the use of tobacco products (including cigarettes, cigars, pipes, smokeless tobacco and other tobacco products) by students, faculty, staff and visitors are prohibited on all Phillips Community College properties. The use of tobacco products is prohibited at all times:
9. in all interior space on the Phillips Community College campuses;
10. on all outside property or grounds of the Phillips Community College campuses including partially enclosed areas such as walkways, breezeway and bus shelters;
11. in college vehicles, including buses, vans, and all other college vehicles;
12. in all indoor and outdoor athletic facilities, as well as the grandstands of outdoor facilities.

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, etc.) that may require a change to the subject matter covered on a particular date.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE DESCRIPTION: This course will introduce students to a variety of age appropriate concepts and methods in mathematics and science. 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 develop activities, make or obtain manipulatives; plan and practice developmentally appropriate experiences that meet standards recognized by NAEYC, NCTM and others.

COURSE CONTENT:
1. Introduction to Math and Science for Early Childhood
2. Standards and Assessment
3. Science Inquiry Process
4. Areas of Science: Life Science, Physical Science, and Earth and Space Science
5. Planning a Science Study
7. Home School Connections
8. Art relating to Science and Math
9. Including the Special Needs Student in Math and Science

EXPECTED STUDENT OUTCOMES:
1. Students will demonstrate the use of inquiry method for children Birth through Pre-kindergarten, including children with special needs.
2. Students will demonstrate the ability to connect with families about math and science concepts for children Birth through Pre-kindergarten, including children with special needs.
3. Students will apply knowledge of children's growth to appropriate teaching strategies for children Birth through Pre-kindergarten, including children with special needs.
4. Students will develop quality math and science learning environments for children Birth through Pre-kindergarten, including those with special needs.
5. Students will observe and document children's learning, Birth through Pre-kindergarten, including those with special needs.
6. Students will connect research and knowledge with professional practice for children Birth through Pre-Kindergarten, including children with special needs.
7. Students will understand process skills for children Birth through Pre-kindergarten, including children with special needs.
8. Students will differentiate the process skills needed for math and science experiences for children Birth through Pre-kindergarten, including those with special needs.
**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.

1) Social and Civic Responsibility  
2) Technology Utilization  
3) Analytical and Critical Thinking  
4) Communication  
5) Cultural Awareness

**TEXT:** *A Child's Connection to the Outside World, 4th Edition*  
**AUTHOR:** Hilda L. Jackman  
**PUBLISHER:** Wadsworth/Cengage in Belmont, CA

**ADDITIONAL RESOURCE USED:** *Math and Science for Young Children, 6th Edition*  
**PUBLISHER:** Wadsworth/ Cengage Learning in Belmont, CA

**ADDITIONAL RESOURCE USED:** *The Inclusive Classroom* by Patti Gould and Joyce Sullivan  
**PUBLISHER:** Gryphon House

**ADDITIONAL RESOURCE USED:** *Young Investigators* by Judy Harris Helm and Lilian Katz  
**PUBLISHER:** NAEYC

**ADDITIONAL RESOURCE USED:** *INDEX* Manual by University of Arkansas Early Childhood Projects

**MATERIALS NEEDED:**  
- Binder or 3-ring notebook (At least 2 inches…prefer larger if possible)  
- Paper  
- Highlighter  
- Pens/pencils  
- Project materials  
- Sheet protectors  
- Project materials  
- $5 supply fee

**GRADING SCALE:**

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**ATTENDANCE POLICY:** Student is expected to attend all scheduled classes regularly and punctually. Students are allowed one absence. After the first absence the student will receive lowered grade for the course, unless there are extenuating circumstances. It is the discretion of the instructor to determine if it is actually an extenuating circumstance. In the event of extenuating circumstances, the student must do the activities, projects, etc. that was done during the class that was missed, as well as make up the time missed in class. The student should try to notify the instructor prior to an absence and make certain all assignments are submitted.

**PARTICIPATION:** Student is expected to attend all scheduled classes regularly and punctually. Students are allowed one absence. After the first absence the student will receive lowered grade for the course, unless there are extenuating circumstances. It is the discretion of the instructor to determine if it is actually an extenuating circumstance. In the event of extenuating circumstances, the student must do the activities, projects, etc. that was done during the class that was missed, as well as make up the time missed in class. The student should try to notify the instructor prior to an absence and make certain all assignments are submitted.
Student is expected to participate in class through assignments, observations, projects, activities, class discussions, etc. All assignments are to be completed before the beginning of the class period. No one should be working on assignments during class time unless it is a class activity assigned by the instructor. There may be group assignments for all to participate in throughout the semester. Each student is required to do a part of any group assignment for the individual student to be given a grade for the assignment.

**COURSE EVALUATION & ASSESSMENT:** The course grade will be determined by tests, articles, projects, activities, presentations, quizzes, and assignments. A course notebook will be created and a score will be given on the completeness, organization and neatness of the notebook.

**COMMUNITY SERVICE PROJECT:** Each student is required to participate in one community service project. Math and/or science must be the topic/focus of the community service project. The project will be done with young children living at Dana’s House Residential Facility in DeWitt. Students will be required to include artifacts from the project such as pictures, a written report about the project and how the student participated, in the course notebook. These artifacts will then be used for other early childhood courses in the future.

**MISSED OR LATE ASSIGNMENTS AND EXAMS:** All assignments, tests, projects and activities should be turned in when due. Failure to turn assignments, tests, projects and activities may result in a "0" for the grade. All assignments, projects, tests, activities, etc. are due at the beginning of the class period and must be completed when the class period starts. Late assignments will receive a reduction of ten points for each week it is late. **Assignments more than two weeks late will not be accepted.** It is the students responsibility to complete and submit all assignments without a reminder from the instructor.

**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, with all required class materials.

**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. 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. 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 may also result in disciplinary sanctions including probation or suspension from the college.

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**CLASSROOM BEHAVIOR:** Each person is to be treated with respect. You are not to discuss personal issues or make degrading comments about anyone. It is expected that the student use control when angry or dissatisfied with the instructor. Any outburst by the student will result in the student being asked to leave the classroom. Electronic devices, such as cell phones and pagers, should be silenced while in class. There shall be absolutely NO TEXTING during class under any circumstance unless permission is granted by the instructor. Unauthorized visitors, including children, are not allowed in the classroom. Failure to comply with these policies will result in disciplinary action. Policies relating to behavior should be followed in accordance to the Phillips Community College Student Handbook. These handbooks are always available through the PCCUA Website.

**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 certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) may arise that may cause the topics covered on certain dates to change.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE DESCRIPTION:
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 2) 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:
- Information on the Quality Approval process and Accreditation for Early Childhood settings in Arkansas, now called Better Beginnings
- Arkansas Frameworks Handbook for Infants and Toddlers

EXPECTED LEARNING OUTCOMES:
1. Understanding Infant/Toddler Care
2. Setting up the Environment
3. Understanding Characteristics of Infants/Toddlers
4. Handling Behaviors
5. Working with Parents
6. Staff Roles and Responsibilities

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES:
1. Demonstrate developmentally appropriate experiences for infants covering all domains of development including children with special needs. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d)
2. Demonstrate developmentally appropriate experiences for toddlers covering all domains of development including children with special needs. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d)
3. Compile age appropriate individual plans for infants including children with special needs. (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5d)
4. Supplement experiences/lesson plan with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d)
5. Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2a, 2b, 2c)
6. Compare and analyze different curriculum approaches and models for infants and toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d)
7. Develop strategies/tools for use in the development of positive behavior characteristics in infants. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d)
8. Develop positive guidance strategies for use with toddlers. (NAEYC 1a, 1b, 1c, a, 4b, 4c, 4d)
9. Compile developmentally appropriate weekly plans for toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5d)
EXPECTED STUDENT OUTCOMES:

1. Students will be able to identify and record sequences of growth in the physical, emotional, social, cognitive and language development of infants, toddlers and children with special needs.
2. Students will be able to select materials and experiences that are developmentally appropriate for infants, toddlers, and children with special needs.
3. Students will use be able to devise developmentally appropriate strategies/tools that promote positive behaviors in infants and toddlers.
4. Students will be able to plan and implement indoor and outdoor environments for infants, toddlers, and children with special needs that are healthy, safe and developmentally appropriate.
5. Students will be able to plan and implement developmentally appropriate curriculums for Infants, toddlers and children with special needs with measurable objectives based on the Arkansas Frameworks Handbook for Infants and Toddlers.
6. Students will be able to create a developmentally appropriate schedule including routines and transitions for infants, toddlers and children with special needs.
7. Students will be able to compile an individualized plan covering all domains of development that is developmentally appropriate for infants, toddlers, and children with special needs.
8. Students will be able to lead developmentally appropriate experiences in all domains of development for infants, toddlers, and children with special needs.
9. Students will be able to compile developmentally appropriate weekly plans for toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5d)
10. Students will research, compare and analyze different curriculum approaches and models online for infants, toddlers and those children with special needs.
11. Describe developmentally appropriate practices as they apply to infants/toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 4c, 4d)
12. Plan a developmentally appropriate physical environment for infants/toddlers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 4b)
13. Plan and implement developmentally appropriate curriculum with measurable objectives, based on the Arkansas Frameworks Handbook for Infants and Toddlers. (NAEYC 1a, 1b, 4b, 4c, 4d)
14. Prepare a developmentally appropriate schedule including routines and transitions for infants/toddlers including children with special needs. (NAEYC 1a, 1b, 1c)
15. Compile and create a developmentally appropriate individual plan for infants covering all domains of development including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b, 4a, 4b, 4c, 4d)
16. Compile and create a developmentally appropriate plan for a group of toddlers covering all domains of development including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b, 4a, 4b, 4c, 4d)

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.
   1. Social and Civic Responsibility
   2. Technology Utilization
   3. Analytical and Critical Thinking
   4. Communication
   5. Cultural Awareness

TEXT AND READING MATERIALS:
Publisher: Wadsworth/Cengage Learning, Belmont, CA

ADDITIONAL RESOURCES AND MATERIALS:
Developmentally Appropriate Practice: Focus on Infants and Toddlers by Carol Copple, Sue Bredekamp, Derry Koralek, and Kathy Charner by NAEYC
Family Connections and Infant/Toddler Frameworks by Arkansas Department of Human Services
MATERIALS NEEDED:
3 ring binder (2 inch)
Sheet protectors
Paper
Highlighter
Pens/Pencils
Project materials
Dividers
Materials should be brought to each class unless instructed by the instructor otherwise. Students should have all materials by the second class period.

GRADING: Grades will be earned through a variety of experiences. In-class activities, homework, presentations, projects, quizzes (both scheduled and unscheduled) may be added. All materials that are turned in are expected to be neat, legible, and complete and typed if indicated by the instructor. Unsatisfactory work may not be accepted. Your computer problems are not an excuse for not completing an assignment. You must have developed an alternative plan to complete the assignment. Tests/quizzes, in-class activities are scheduled for a specific amount of time. Time will not be extended if you are late to class. You must complete the work in the given amount of time.

GRADING SCALE:
100-90 A
89-80 B
79-70 C
69-60 D
59 and below F

ATTENDANCE POLICY: Student is expected to attend all scheduled classes regularly and punctually. There can be no more than two absences for the semester. After two absences and the student misses again, the student will be given an EW unless there are extenuating circumstances to warrant further absences. It is the instructor's discretion to determine if it is actually an extenuating circumstance. It is in the student's best interest if the instructor is notified prior to any absences. All assignments should be completed and submitted on the date due in spite of the absence if any way possible. Students should arrive on time, sign in upon arrival and plan to stay for the entire class period. Unexcused tardies and/or leaving class early three times during the semester may result in an absence.

PARTICIPATION: You are expected to complete all assignments, projects, activities, tests and presentations and submit them to the instructor upon completion by the date due. All assignments are to be submitted at the beginning of the class period. Students are not permitted to work on assignments as class begins.

LAB WORK/ON-LINE ASSIGNMENTS: Students are expected to spend time each week on on-line assignments for this course. If Blackboard is used, assignments are to be submitted as instructed. All assignments must be submitted by the due date. Failure to complete any of the assignments will result in a lowered grade.
FIELD EXPERIENCE AND OBSERVATION: Each student is required to observe in an infant/toddler program and plan and organize developmentally appropriate activities and experiences for infants and toddlers as assigned by the instructor. Students will verify the observations by having the infant and toddler teacher and/or director to complete the verification form. Students may be required by Arkansas Law to be cleared of child maltreatment and have a background check before any contact with children in the public, private and licensed facilities.

COURSE EVALUATION & ASSESSMENT: The course grade will be determined by tests, online assignments, projects, activities, presentations, quizzes, participation, observations, and assignments. Students are required to compile a portfolio/notebook for this course. The portfolio/notebook should be kept for the upcoming courses, Future Perspectives and Practicum.

PORTFOLIO/COURSE NOTEBOOK: Students are required to compile a course notebook/portfolio to show a culmination of the semester’s work. All assignments, projects, presentations, articles, book summaries, etc. are to be included in the portfolio. Pictures should be included to show any projects, assignments, children activities, etc. that can’t physically be placed in the portfolio. Items should be organized and placed in sheet protectors behind sectioned dividers. The portfolio/notebook should be kept upon completion of the semester for the upcoming courses, Future Perspectives and Practicum.

MISSED OR LATE ASSIGNMENTS AND EXAMS: All assignments and projects should be completed in a timely manner. It is the student's responsibility to make sure all assignments are turned in, even in the case of an absence. Assignments turned in late will result in a reduction of the grade or a zero. It will be the responsibility of the student to arrange a time to make up a missed exam or test. The community service project is a requirement and should not be missed.

STUDENT RESPONSIBILITIES: The student is to turn all assignments, projects, tests, etc. in by the date due. In case of an absence the student should notify the instructor prior to the absence. Students should plan to attend all classes regularly and punctually as scheduled. It will be the student’s responsibility to arrange a time to make up missed tests, exams, presentations and projects. Students may be required to be cleared of child maltreatment and have a background check before entering a child care facility.

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. 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. 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 may also result in disciplinary sanctions including probation or suspension from the college.

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.

LABORATORY PROCEDURES: There are no labs associated with this course but students are required to observe in an Infant/Toddler licensed program.

ADA POLICY: Scott Post, the Vice Chancellor for Student Services, 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 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. Contact information:
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http://www.adhe.edu/divisions/academicaffairs/Pages/aa_acts.aspx

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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 be certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) that may cause the topics scheduled to be covered on certain dates to change.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
COURSE NAME: Literacy and Language Arts
COURSE NUMBER: ECD-253
ACADEMIC YEAR:
MEETING TIME AND PLACE:
CLOCK HOURS: 3
CREDIT HOURS: 3
REVISION DATE:
PREREQUISITES: Instructor/Departmental Approval
REQUIRED LABS: None

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.

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.

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 AR Frameworks for children birth through pre-kindergarten, including children with special needs (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)

COURSE CONTENT:
The development of language in young children from birth through eight years of age
Factors that influence language development
The reciprocal relationship between infants, parents, and caregivers
The development of a language arts program
The value of Standard English usage
Identification of speech problems
Literacy development - programming, assessment, and curricula strategies
Book selection and development of a classroom library center
Questioning techniques and appropriate teacher behavior in daily conversations
Scheduling circle and group-time speaking activities and promoting child involvement in activities
Physical development related to writing and listening skills
Pre-K ELLA concepts/topics
INSTRUCTIONAL OBJECTIVES AND MEASURES:
1. To discuss the relationships of the components of language arts, reading, speaking, listening, and writing.
2. Students should be able to create a language stimulating learning environment that promotes literacy.

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.

1. Social and Civic Responsibility
2. Technology Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

TEXT: A Child's Connection to the Outside World, 5th Edition
AUTHOR: Hilda L. Jackman
PUBLISHER: Wadsworth/Cengage in Belmont, CA

ADDITIONAL RESOURCES:
The Inclusive Classroom by Patti Gould and Joyce Sullivan
Published by Gryphon House
Pre-K Early Literacy Learning in Arkansas Manual (Pre-K ELLA)

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B</td>
<td>89-80</td>
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<td>C</td>
<td>79-70</td>
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<td>D</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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ATTENDANCE POLICY: Student is expected to attend all scheduled classes regularly and punctually. Students are allowed one absence. After the first absence the student will receive lowered grade for the course, unless there are extenuating circumstances. It is the discretion of the instructor to determine if it is actually an extenuating circumstance. In the event of extenuating circumstances, the student must do the activities, projects, etc. that was done during the class that was missed, as well as make up the time missed in class. The student should try to notify the instructor prior to an absence and make certain all assignments are submitted. Some instances may warrant an EW in the class for repeated absences.

PARTICIPATION: Student is expected to attend all scheduled classes regularly and punctually. Students are allowed one absence. After the first absence the student will receive lowered grade for the course, unless there are extenuating circumstances. It is the discretion of the instructor to determine if it is actually an extenuating circumstance. In the event of extenuating circumstances, the student must do the activities, projects, etc. that was done during the class that was missed, as well as make up the time missed in class. The student should try to notify the instructor prior to an absence and make certain all assignments are submitted.

Student is expected to participate in class through assignments, observations, projects, activities, class discussions, etc. All assignments are to be completed before the beginning of the class period. No one should be working on assignments during class time unless it is a class activity assigned by the instructor. There may be group assignments for all to participate in throughout the semester. Each student is required to do a part of any group assignment for the individual student to be given a grade for the assignment.

COURSE EVALUATION & ASSESSMENT: The course grade will be determined by tests, articles,
projects, activities, presentations, quizzes, and assignments. A course notebook will be created and a score will be given on the completeness, organization and neatness of the notebook.

**MATERIALS NEEDED:**
Three ring binder (2 inch) with clear plastic pocket on front
Highlighter, pen, pencil
Paper (assorted-for various assignments)
Plastic sheet protectors
Tabbed index dividers
Pocket folder
Project materials
$5 supply fee

**MISSED OR LATE ASSIGNMENTS AND EXAMS:** All assignments, tests, projects and activities should be turned in when due. Failure to turn assignments, tests, projects and activities may result in a "0" for the grade. All assignments, projects, tests, activities, etc. are due at the beginning of the class period and must be completed when the class period starts. Late assignments will receive a reduction of ten points for each week it is late. **Assignments more than two weeks late will not be accepted.** It is the students responsibility to complete and submit all assignments without a reminder from the instructor.

**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, with all required class materials.

**COMMUNITY SERVICE PROJECT:** Each student is required to participate in one community service project. Reading, books, literary activities and/or language development must be the topic/focus of the community service project. The project will be done with young children living at Dana's House Residential Facility in DeWitt. Students will be required to include artifacts from the project such as pictures, a written report about the project and how the student participated, in the course notebook. These artifacts will then be used for other early childhood courses in the future.

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**STUDENT BEHAVIOR:** Each person is to be treated with respect. You are not to discuss personal issues or make degrading comments about anyone. It is expected that the student use control when angry or dissatisfied with the instructor. Any outburst by the student will result in the student being asked to leave the classroom. Electronic devices, such as cell phones and pagers, should be silenced while in class. There shall be absolutely no texting during class under any circumstance unless permission is granted by the instructor. Unauthorized visitors, including children, are not allowed in the classroom. Failure to comply with these policies will result in disciplinary action. Policies relating to behavior should be followed in accordance to the Phillips Community College Student Handbook. These hand books are always available through the PCCUA Website.

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http://www.adhe.edu/ (Click Arkansas Course Transfer System)

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 be certain circumstances (e.g., bad weather, mechanical problems in the facilities, etc.) that may cause the topics scheduled to be covered on certain dates to change.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE DESCRIPTION:
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. Competencies are based on Standards developed by the National Association for the Education of Young Children for quality early childhood settings. Also covered:
- Information on the Quality Approval process and Accreditation for Early Childhood settings in Arkansas, now called Better Beginnings
- Arkansas Frameworks Handbook for Three and Four Year Old

COURSE CONTENT:
1. The self-directed learning environment
2. The teacher’s role
3. Developmentally appropriate physical environments for preschoolers
4. Developmentally appropriate social/emotional environments for preschoolers
5. Developmentally appropriate cognitive/language/literacy environments for preschoolers
6. Curriculum planning
7. Defining developmentally appropriate practice
8. Understanding play: Its importance in developmentally appropriate practice
9. Various curriculum model

COURSE OBJECTIVES:
1. Describe developmentally appropriate practices as they apply to preschoolers including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d)
2. Plan a developmentally appropriate physical environment for preschoolers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c)
3. Plan and implement developmentally appropriate curriculum with measurable objectives, based on the Arkansas Frameworks Handbook for Three and Four Year Olds (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c)
4. Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with special needs. (NAEYC 1a, 1b, 1c)
5. Compile and create a developmentally appropriate lesson plan based on a project or thematic unit for preschoolers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
6. Demonstrate developmentally appropriate experiences for preschoolers covering all domains of development including children with special needs. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
7. Compile developmentally appropriate weekly plans for preschoolers including children with special needs. (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
8. Supplement experiences/lesson plans with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
9. Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c)
10. Compare and analyze different curriculum approaches and models for preschoolers including children with special needs. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)

EXPECTED STUDENT OUTCOMES:
1. Students will be able to describe developmentally appropriate practices applicable for preschoolers including those children with special needs.
2. Students will be able to plan a developmentally appropriate learning environment that meets the needs of preschoolers, including children with special needs, physically, emotionally, socially, and cognitively, as well as growth in language and communication skills.
3. Students will be able to create and implement developmentally appropriate activities with measurable objectives based on the Arkansas Frameworks Handbook for Three and Four Year Olds.
4. Students will be able to compile and create a developmentally appropriate lesson plan with a particular project/thematic unit for preschoolers including accommodations for children with special needs.
5. Students will be able to compile developmentally appropriate weekly lesson plans for preschoolers including children with special needs.
6. Students will be able to create developmentally appropriate supplementary materials to coordinate with weekly lesson plans for preschoolers including children with special needs.
7. Students will be able to provide ideas of various ideas, tools and strategies of working with families of preschoolers including those children with special needs.
8. Students will be able to analyze different curriculum approaches for preschoolers and make decisions on which is most suitable for preschool children including those with special needs.

PCCUA CORE COMPETENCIES:
The five PCCUA 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.
1. Social and Civic Responsibility
2. Technical Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

TEXT:  *Developmentally Appropriate Practice Curriculum and Development in Early Education, 5th Edition by Carol Gestwicki*

PUBLISHER: Wadsworth/Cengage in Belmont, CA

ADDITIONAL RESOURCE USED: *Developmentally Appropriate Practice Focus on Preschool* by Carol Copple, Sue Bredekamp, Derry Koralek, and Kathy Charner

PUBLISHER: NAEYC, Washington, DC

ADDITIONAL RESOURCES USED: *Arkansas Early Childhood Education Framework for Three and Four Year Old Children, Arkansas Department of Human Services, and Arkansas Early Childhood Education Framework Handbook for Three and Four Year Old Children Training Manual-University of Arkansas*

MATERIALS NEEDED:
- 3 ring binder (2 inch)
- Sheet protectors/Dividers
- Paper
- Highlighter
- Pens/Pencils
- Project materials
GRADING: Grades will be earned through a variety of experiences. In-class activities, online assignments, homework, presentations, projects, quizzes (both scheduled and unscheduled) may be added. All materials that are turned in are expected to be neat, legible, complete and typed if indicated by the instructor. Unsatisfactory work may not be accepted. Your computer problems are not an excuse for not completing an assignment. You must have developed an alternative plan to complete the assignment. Tests/quizzes, in-class activities are scheduled for a specific amount of time. Time will not be extended if you are late to class. You must complete the work in the given amount of time.

GRADING SCALE:

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

ATTENDANCE POLICY: Student is expected to attend all scheduled classes regularly and punctually. There can be no more than two absences for the semester. After two absences the student may be given an EW unless there are extenuating circumstances to warrant further absences. It is the instructor's discretion to determine if it is actually an extenuating circumstance. It is in the student's best interest if the instructor is notified prior to any absences. All assignments should be completed and submitted on the date due in spite of the absence if any way possible. Students should arrive on time, sign in upon arrival and plan to stay for the entire class period. Unexcused tardies and/or leaving class early three times during the semester may result in an absence.

PARTICIPATION: You are expected to complete all assignments, projects, activities, tests and presentations and submit them to the instructor upon completion by the date due. All assignments are to be submitted at the beginning of the class period. Students are not permitted to work on assignments as class begins. Each student is expected to participate in the Arkansas County CASA Fun Run/Race on October 26 as a community service project and requirement for this course. To participate in any activity or volunteer or be employed in any childcare facility, the student may be required to be cleared of child maltreatment and have a background check.

LAB WORK/ON-LINE ASSIGNMENTS: Students are expected to spend time each week on on-line assignments or in the computer lab working on the assignments for this course. Students should type up assignments as a Word document, save and email it to the instructor. If Blackboard is used, assignments are to be submitted as instructed. Failure to complete any of the assignments will result in a lowered grade. LAB WORK/ON-LINE ASSIGNMENTS MAY BE A REQUIREMENT FOR THIS COURSE.

FIELD EXPERIENCE AND OBSERVATION: Each student is required to observe in a licensed preschool program and plan and organize developmentally appropriate activities and experiences for three to five year olds as assigned by the instructor. Students will verify the observations by having the preschool teacher and/or director to complete the verification form.

COURSE EVALUATION & ASSESSMENT: The course grade will be determined by tests, articles, projects, activities, presentations, quizzes, participation, observations, and assignments. Each student is required to plan, organize, participate and coordinate a child's activity for the CASA Fun Run on October 26 on the Court Square in DeWitt. This will be 250 points of the grade. Students are required to compile a portfolio/notebook for this course. The portfolio/notebook will be worth 400 points.

PORTFOLIO/COURSE NOTEBOOK: Students are required to compile a course notebook/portfolio to show a culmination of the semester's work. All assignments, projects, presentations, articles, book summaries, etc. are to be included in the portfolio. Pictures should be included to show any projects, assignments, children activities, etc. that can't physically be placed in the portfolio. Items should be organized and placed in sheet protectors behind sectioned dividers. The portfolio/notebook will be graded and should be kept upon completion of the semester for the upcoming courses, Future Perspectives and Practicum.

COMMUNITY SERVICE PROJECT: Each student is required to plan, organize, participate and coordinate a child's activity for the CASA Fun Run on October 26 on the Court Square in DeWitt. Students should submit
ideas and plans for their activity. Students are required to provide all prizes, materials, etc. for the activity. There will be no compensation for this from Phillips Community College.

**MISSED OR LATE ASSIGNMENTS AND EXAMS:** All assignments and projects should be completed in a timely manner. It is the student's responsibility to make sure all assignments are turned in, even in the case of an absence. Assignments turned in late will result in a reduction of the grade or a zero. It will be the responsibility of the student to arrange a time to make up a missed exam or test. The community service project is a requirement and should not be missed.

**STUDENT RESPONSIBILITIES:** The student is to turn all assignments, projects, tests, etc. in by the date due. In case of an absence the student should notify the instructor prior to the absence. Students should plan to attend all classes regularly and punctually as scheduled. It will be the student's responsibility to arrange a time to make up missed tests, exams, presentations and projects. All students must be cleared of child maltreatment and have background checks before entering a child care facility.

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- Americans with Disabilities Act can be found in the Student Handbook.

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http://www.adhe.edu/
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The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE NAME: The Family  
COURSE NUMBER: SY 223  
ACADEMIC YEAR:  
MEETING TIME AND PLACE:  
PREREQUISITES: None  
REQUIRED LABS: None  
CREDIT HOURS: 3 hours/semester  
CLOCK HOURS: 3 hours  
Revision Date:  

COURSE DESCRIPTION:  
The Family, SY 223, is a study of the development of family, courtship, mate selection, and adjustment to problems in marriage. The course emphasizes factors influencing the organization and disorganization of the family.

EXPECTED LEARNING OUTCOMES:  
- To develop a student understanding of the types of families, the problems and challenges of today’s families, and the role that educational institutions can support/encouraging the family.  
- To make students aware of how families have changed through the years and how that change has impacted our society.

INSTRUCTIONAL GOALS, OBJECTIVES & MEASURES:  
- Provide an environment that encourages active participation in the learning process  
- Support each student to use his/her unique abilities to successfully complete the course.  
- Use a variety of methods in the teaching/learning process  
- Appropriately assess and evaluate students’ work and give timely feedback  
- Maintain high and clear standards and expectations for each assignment

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.  
1. Social and Civic Responsibility  
2. Technology Utilization  
3. Analytical and Critical Thinking  
4. Communication  
5. Cultural Awareness

TEXT AND READING MATERIALS: M & F – Marriage and Family, David Knox,  
Publisher: Wadsworth Cengage Learning; 2nd edition

GRADING POLICY:  
4 Quizzes \( \text{(50 pts. each – 200 pts. – 25\%)} \)  
Portfolio \( \text{(200 pts. – 25\%)} \)  
Attendance & Participation \( \text{(16 pts. for each class meeting – 6 class meetings- 100 pts.)} \)  
3 Tests \( \text{(100 pts. each – 300 pts. – 37.5\%)} \)
Grading Scale:
- 90-100: A
- 80-89: B
- 70-79: C
- 60-69: D

ATTENDANCE POLICY:
- Class attendance and participation are essential to progress in the course, as well as part of your grade.
- Because this class only meets three week-ends, any absence is discouraged and will result in a grade drop of one letter. After the first absence (one-half day or one evening), the instructor will notify the student and the advisor. On the second absence the student will be dropped from the class for excessive absences.

PARTICIPATION:
Participation is an integral part of the class, and each student is expected to participate in class discussions and activities.

COURSE EVALUATION & ASSESSMENT:
PCCCUA Division Deans will conduct an annual student evaluation of the instructor and of the course.

MISSED OR LATE ASSIGNMENTS AND EXAMS:
If a test is scheduled when a student is absent, the student will be responsible for taking the best before the next class meeting. Quiz/activity grades and attendance/participation grades cannot be made up. No portfolio will be accepted after the due date.

STUDENT RESPONSIBILITIES:
Students are expected to attend class on a regular basis and to arrive at class prepared, on time and with the proper supplies. If students know in advance that he or she will be absent, he should inform the instructor.
Students are expected to pay attention and to actively participate in all class activities. Students may schedule an appointment with the instructor about any class concern.

ACADEMIC HONESTY POLICY:
Plagiarism, cheating and other forms of academic dishonest are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person's writing or ideas as though they are your own. 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. The penalty for dishonesty will be a “O” for the assignment or test and a description of the incident and/or the action will be reported through the Dean to the Vice Chancellor for Instruction or through the principal to the student and placed in the student’s file of record.

LABORATORY PROCEDURES: None

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:
Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. If you have a disability please contact the Student Disabilities Coordinator for your campus.
DeWitt-Phyllis Fullerton (870) 946-3506 ext. 1610
Helena-George White (870) 338-6474 ext. 1135
Stuttgart-Terry Simpson (870) 673-4201 ext. 1809
The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.
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:
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ACTS:
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http://www.adhe.edu/divisions/academicaffairs/Pages/aaActs.aspx

This is a guide but not an actual articulation. There are differences in courses which are usually transferred without any problem. Examples: World Literature and Western Literature; Western Civilization and World Civilization

PORTFOLIO:
1. Draw and label a four generation family tree (including your generation)
2. Write your autobiography (3 pages typed or 6 pages handwritten)
3. Interview an elderly person (over 75 if possible) and discuss with them how families have changed through the years. (Will put together questions in class)
4. Family pictures (a total of 6 pictures representing 3 generations---pictures will be returned)
5. Discuss a crisis that someone in your family has experienced that affected several family members. Describe how it affected family members individually and as a whole. (3 pages typed or 6 pages handwritten.)
6. Holidays – Give details about how your family celebrates a holiday---choose among Easter, Thanksgiving, Christmas, or family member birthdays. Who attends? Where do you gather? What do you do----eat, play cards, etc. If you eat, describe the menu and who brings the meal. (2 pages typed or 4 pages handwritten)
7. Class Activities – Include all handouts for classroom activities and a statement about your reaction to each activity--Did you like it? Did you learn anything? What might have been more effective?

GRADING RUBRIC FOR PORTFOLIO:
5 – Cover sheet and/or notebook
25 - Family Tree (4 generations)
25 - Autobiography
20 – Interview with an elderly adult
20 - Family pictures
20 - Family Crisis
20 – Holiday
25 – Class Activities and Responses
10 – Organization
10 – Neatness
10 – Spelling
10 – Major grammatical errors---sentence fragments, run-on sentences, etc.
200 – Total points.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE NAME: Future Perspectives
COURSE NUMBER: ECD-283

INSTRUCTOR INFORMATION:
Instructor:
Office Location:
Office Telephone #:
Email Address:
Office Hours:

ACADEMIC YEAR:

MEETING TIME AND PLACE:

CLOCK HOURS: 3
CREDIT HOURS: 3

REVISION DATE:

PREREQUISITES: ECD-1103 or Departmental approval

REQUIRED LABS:

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.

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

COURSE CONTENT:
Introduction – NAEYC Associate Degree Performance Standards and development of professional portfolio.
Examining strategies in the development of a curriculum centered on children's interests in math, science and language.
Assessment - examining strategies in observation and assessment of young children.
Evaluating case studies dealing with situations that may be encountered while working with young children using the NAEYC Code of Ethical Conduct.
NAEYC Code of Ethical Conduct

PCCUA CORE COMPETENCIES:
The five PCCUA 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.
1. Social and Civic Responsibility
2. Technical Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

GRADING SCALE:

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

ATTENDANCE POLICY: Student is expected to contact the instructor online, in class or office visit once a week. The student is responsible for notifying the instructor and scheduling the conference according to the instructor's schedule. Failure to submit assignments, contact the instructor on a weekly basis or schedule conferences will result in the student receiving failing grade for the course.

PARTICIPATION: You are expected to participate online, in class and/or conference for each assignment, project, activity, presentation and/or test. It is the student's responsibility to adhere to the schedule distributed by the instructor.

PROFESSIONAL PORTFOLIO: This portfolio will include: table of contents, Resume, all certificates and transcripts, philosophy statement, an overview statement on each of the five (5) NAEYC performance standards with a minimum of 2 artifacts displaying the student's understanding of that standard.

CASE STUDIES: Case studies will be assigned covering a variety of situations.

PROJECT APPROACH REFLECTIONS: A project approach reflection will be completed after the class sessions on each topic.

INTENTIONAL TEACHER REFLECTIONS: Intentional teacher reflections will be completed after the class sessions on each topic.

HOMEWORK, QUIZZES AND ASSIGNMENTS: You will have tests, quizzes and assignments covering the text material. Some of the assignments must be done online.

COURSE EVALUATION & ASSESSMENT: The course grade will be determined by tests, portfolio, reports, activities, presentations, quizzes, activities listed above and/or assignments.

ONLINE ASSIGNMENTS: The student may be required to complete the online assignments and quizzes. These assignments and quizzes will be emailed to the instructor. The student is to make a copy of each assignment/quiz and place it in the course notebook.

COMMUNITY SERVICE: The student will be required to participate in a CASA community service project. This project will be held Saturday, October 26 on the Court Square in DeWitt. Students will be required to create, organize, plan and execute a children’s activity on this day. The student is required to provide all the materials and items for the activity. Specific instructions will be provided at a later date. Prior approval of the activity must be granted by the instructor.

MISSED OR LATE ASSIGNMENTS AND EXAMS: Student should make every effort to take tests and turn in assignments on the date they are scheduled. Should a test be missed, it is the student's responsibility to arrange for the make-up test and turn in the assignment. Failure of student to do so will result in a 0 for the test score. The portfolio should be kept current and must be checked during observations and classes.

STUDENT RESPONSIBILITIES: It is the student's responsibility to email the instructor, schedule appointments and observations, and complete all assignments, in class and on line, by the date due.

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. 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. 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 may also result in disciplinary sanctions including probation or suspension from the college.

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http://www.adhe.edu/ (Click Arkansas Course Transfer System)

CLASSROOM BEHAVIOR: Electronic devices, such as cell phones, pagers, etc., are not permitted and must be turned off during class while on campus or in the child care facility without prior permission of the instructor. There shall be no phone calls or texting during class time or on site in the child care facility. Violation of these policies may result in disciplinary action. **Students are not permitted to bring food or drink in to the classrooms.** There is absolutely no smoking on PCCUA grounds. Students should attend to restroom needs and eating prior to the beginning of class and exit the classroom only in cases of an emergency. It is a distraction to the class when students enter and exit the classroom during instruction time. No children or unauthorized visitors are allowed in the classroom during class time. There shall be no criticism toward any individual or negative behavior or outbursts. 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.

Policy: 261 - PHILLIPS COMMUNITY COLLEGE BOARD POLICY
Tobacco Policy: Date Adopted: 4/87 Revised: 4/93, 9/06, 7/09

Smoking and the use of tobacco products (including cigarettes, cigars, pipes, smokeless tobacco and other tobacco products) by students, faculty, staff and visitors are prohibited on all Phillips Community College properties. The use of tobacco products is prohibited at all times:
13. in all interior space on the Phillips Community College campuses;
14. on all outside property or grounds of the Phillips Community College campuses including partially
   enclosed areas such as walkways, breezeway and bus shelters;
15. in college vehicles, including buses, vans, and all other college vehicles;
16. in all indoor and outdoor athletic facilities, as well as the grandstands of outdoor facilities.

**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, etc.) that may require a
change to the subject matter covered on a particular date.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.
INSTRUCTOR INFORMATION:
Instructor:
Office Location:
Office Telephone #:
Email Address:
Office 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. An emphasis will be on the observation of physical, cognitive, language, social and emotional development in connection with previous courses.

COURSE OBJECTIVES AND LEARNING OUTCOMES/GOALS AND NAEYC STANDARDS:
The student will be able to:
- 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)

COURSE CONTENT:
Documentation of completion of 96 clock hours of work involving children
Documentation of weekly observation assignments
Evaluation of student’s practices in current employment/volunteer childcare work site by the director/lead teacher of the childcare facility

PCCUA CORE COMPETENCIES:
The five PCCUA 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.
1. Social and Civic Responsibility
2. Technical Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

GRADING SCALE:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY: This course is taught as a hybrid course. There will be face to face class dates and online instruction. Student must attend the face to face meetings as well as log in periodically and complete assignments and tests as scheduled. There will be a scheduled observation in a child care facility.

PARTICIPATION: You are expected to participate through online and face to face meetings scheduled by the instructor. There will be field observations scheduled.

COURSE EVALUATION & ASSESSMENT: Grades will be earned through a variety of experiences. They will consist of tests, assignments and field observations.

ONLINE ASSIGNMENTS: The student will be required to complete the online assignments and quizzes. These assignments and quizzes should be submitted by the date due. The student is to make a copy of each assignment/quiz and place it in the course notebook.

COMMUNITY SERVICE: The student will be required to participate in a CASA community service project. This project will be held Saturday, October 26 on the Court Square in DeWitt. Students will be required to create, organize, plan and execute a children’s activity on this day. The student is required to provide all the materials and items for the activity. Specific instructions will be provided at a later date. Prior approval of the activity must be granted by the instructor.

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STUDENT RESPONSIBILITIES: It is the student’s responsibility to complete and submit assignments to the instructor, schedule appointments and observations and complete all assignments by the date due.

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1. in all interior space on the Phillips Community College campuses;
2. on all outside property or grounds of the Phillips Community College campuses including partially enclosed areas such as walkways, breezeway and bus shelters;
3. in college vehicles, including buses, vans, and all other college vehicles;
4. in all indoor and outdoor athletic facilities, as well as the grandstands of outdoor facilities.

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 be certain circumstances (e.g. bad weather, mechanical problems in the facilities, etc.) that may require a change to the subject matter scheduled to be covered on a particular date.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor’s discretion.
COURSE NAME: Computers in Education
COURSE NUMBER: EN 213
ACADEMIC YEAR:
MEETING TIME AND PLACE:
CLOCK HOURS: 3 Hours
CREDIT HOURS: 3 Hours
REVISION DATE:
PREREQUISITES: ECD-1103 or Departmental approval

INSTRUCTOR INFORMATION:
Instructor:
Office Location:
Office Telephone #:
Email Address:
Office Hours:

REQUIRED TEXT:
Computer Concepts and Microsoft Office 2013

To maximize the learning experience during this course, every student is expected to have his or her own textbook each class period.

CATALOG COURSE DESCRIPTION:
This course is designed for those students expressing an interest in teaching. Emphasis will be placed on actual development of computer operating skills, computer literacy and computer user competency in software, e-portfolios, and the web. Students will also explore the teaching and learning potential of current and emerging educational technology.

PCCUA CORE COMPETENCIES:
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   (1) Social and Civic Responsibility
   (2) Technology Utilization
   (3) Analytical and Critical Thinking
   (4) Communication
   (5) Cultural Awareness

ATTENDANCE POLICY:
Students are expected to attend all class meetings regularly and punctually. If you expect to miss a class, notify the instructor prior to the weekly meeting time. Unexcused absences will result in the inability to make up missed assignments thus resulting in receiving the grade "0."

CLASS PARTICIPATION:
Class participation is required. Students are expected to interact with the course instructor and peers. Group discussion makes for deeper understanding of the material presented.

CLASSROOM POLICIES:
1. Punctuality – Be on time and Be prepared for class
2. Respect the instructor and peers: No Talking or Disruptive Behavior
3. No Food or Drinks in the Classroom
4. Turn off Cell Phones, Beepers, or Pagers. Do not leave on desk or use during class. (See Cell Phone Policy)
5. No Text Messaging, online chats, or listening to CDs during class
6. Remove Bluetooth devices during class

Note: A student discipline form will be submitted as necessary.
CELL PHONE POLICY:
No use of cell phones, pagers, MP3 players, or similar electronic devices during scheduled class.
Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, MySpace, and other uses in the classroom.
Both ear buds and/or ear phones must be removed from ears during class.
If you decide to ignore the policy, you will be asked to leave class and may be counted absent.
During testing, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty.

STUDENT SUCCESS CENTER: Faculty and staff are available in Lab A110 if you need help or have questions about your computer class work; or if you need assistance with email, the Internet, Web Advisor, etc.

Daily/Weekly Assignments: Daily/weekly assignments will include reading and studying the textbooks and turning in assignments. These MUST be turned in on time. Homework will be assigned and must be completed before the next class meeting. Students may need extra time to complete some assignments. The labs in A107 and A110 are available for you to work from 8 a.m. - 3 p.m. when there is no class going on. If a class is not full, you may ask an instructor before that class begins if you may work in their classroom. Be considerate of the instructor and their students; do not print while the instructor is lecturing.

RESPONSIBILITY: You are responsible for making up assignments and learning material missed during your absences. This DOES NOT release you from submitting your assignments on the due date. Any work missed should be made up before the next class meeting.

ACADEMIC HONESTY POLICY:
Students are expected to uphold the school's standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of the student's own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own.
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
5. Misrepresent the content of submitted work.

Administrative Procedure Number: 404.05
Cheating in any form (including using unauthorized materials, information, or study aids in any academic exercise; plagiarism; falsification of records; unauthorized possession of examinations; any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; and assisting others in any such act) is forbidden. An instructor who has proof that a student is guilty of cheating may take appropriate action up to and including assigning the student a grade of "F" for the course and suspending the student from class. A description of the incident and the action taken will be reported through the dean to the Vice Chancellor for Instruction and placed in the student's file in the Office of Admissions and Records. The student may appeal either the finding of cheating or the penalty, or both, as described in Administrative Procedure No. 404.06, Academic Appeal Procedure.

CHEATING: Will not be tolerated. If you have used a storage device or papers that belong to another student, both students will receive an "F" for the whole chapter's work (not limited to that one assignment). See the Cheating policy in the Student Handbook. A Discipline form will be filled out and submitted to the Registrar.

If found cheating on a second occasion, you will receive an "F" for the class and may not return to the class. All work must be on your flash drive unless the instructor directs you to erase it. Flash drives will be turned in to the instructor at random intervals for grading.
CLASS SUPPLIES:
One 1-GB Flash/Jump Drive
Small Notebook to record assignments & dates

GRADING POLICY:
Course grades will be comprised of a combination of:
Exams – 50%
Course projects - 40%
Weekly Assignments – 10%

GRADING SCALE: 

\[
\begin{array}{c|c}
\text{Score} & \text{Grade} \\
100 – & A \\
90 – & 90 \\
89 – & 80 \\
79 – & 70 \\
69 – & 60 \\
59 – & \text{Below F}
\end{array}
\]

LEARNING OBJECTIVES

| Demonstrate knowledge of uses of computers and technology in the teaching environment and society. | Weekly Assignments, Projects, Exams |
| Practice responsible, ethical, and legal use of technology, information, and software. | Weekly Assignments, Projects, Exams |
| Explore, evaluate, and use computer/technology resources including applications, hardware, and educational web sites and software. | Weekly Assignments, Projects, Exams |
| Prepare evaluation tools to assess the effectiveness of teaching with technology. | Weekly Assignments, Projects, Exams |

COURSE REQUIREMENTS:

1. **Multimedia Presentations**
   Students will learn the basics of creating a presentation. They will research and create multimedia presentations on a variety of topics as directed by the instructor.

2. **Graphics**
   Students will work with graphics using digital cameras, editing program, scanners, and application software to prepare graphics for use in various areas of teaching.

3. **Educational Web sites and Software**
   Students will explore and evaluate educational web sites and software.

4. **Web page development**
   Students will develop a web page for classroom use. This will be an informational web page for parents as well as students.

5. **SmartBoard**
   Students will learn the basics of the SmartBoard.

6. **Newsletters and Flyers**
   Students will learn the basics of a word processing application. They will create newsletters and flyers using word processing software. The use of various templates will also be introduced.

7. **Projects** – Selected projects from the textbook.

Note: The instructor reserves the right to assign additional assignments.
EARLY ALERT – In effect until Mid-Term. See Class Attendance Policy below.

1st ABSENCE: Student will receive a card/email to set up an appointment with instructor.

2nd ABSENCE: The instructor will complete a Student Referral Form. An email will be sent to student and student advisor.

3rd ABSENCE: The instructor will complete a Student Referral Form which will be sent to the advisor and the student. Immediately, the advisor will refer the student to the Student Success Coordinator.

CLASS ATTENDANCE POLICY:
The instructor places high value on class attendance and punctuality. If you must be absent and you know ahead of time, please inform the instructor so that your work can be handed in early. Excessive absences may result in loss of credit for the course concerned.

CLASSES MEETING 2 TIMES A WEEK:
Students are permitted two (2) absences. When you have missed 5 classes you will receive an EW or F and you may not return to class.

CLASSES MEETING 1 TIME A WEEK:
Students are permitted one (1) absence. When you have missed 3 classes you will receive an EW or F and you may not return to class.

Exceptions to this attendance rule may be made based on individual circumstances and the instructor’s assessment of the student’s ability to finish course requirements. If you are absent for quizzes, daily assignments or assignment deadlines, a grade reduction or Zero will be recorded. If you are unable to adhere to this attendance policy, you should withdraw from this class.

PUNCTUALITY:
There are no tardies—students are expected to arrive at their classrooms prior to the beginning of classroom activities. Any student entering the classroom after the class roll has been taken will be considered absent. There is one exception to this rule: Students who have been held over by their instructor. (Student must discuss this with instructor immediately after class to be counted present for that day.) As per the student Handbook, a student may not have unauthorized persons (children or adults) on campus. Children are permitted on campus for youth activities. However, children are not permitted to attend college classes unless specifically invited by an instructor for instructional purposes. Please see the instructor for any specific questions concerning this matter.

PCCUA STUDENT DISCIPLINE POLICY:
This instructor will adhere to this discipline policy. A copy of this policy is available both online at the PCCUA website and in the student handbook. It is the student’s responsibility to read and abide by this policy. Included in this policy is the Acceptable Use Policy for computer use on campus.

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:
Scott Post is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. If you have a disability please contact the Student Disabilities Coordinator for your campus. For the Helena West Helena campus, the Disabilities Coordinator is Mr. George White [(870) 338-6474, ext. 1135]. The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook.

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/](http://www.adhe.edu/) (Click) Arkansas Course Transfer System

**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 be certain circumstances (e.g. bad weather, mechanical problems in the facilities, etc.) that may require a change to the topics being covered on a particular date.

The syllabus, policies, guidelines, and dates included are subject to change at the Instructor's discretion.
Yvette W. Robertson

502 North Tenth Street, West Helena, AR 72390
(870) 816-5161, yrobertson@pccua.edu

Professional Experience:

1998 – Present
Phillips Community College/U of A
Helena, Arkansas
Early Childhood Director – responsibilities include teaching
students and coordinating the early childhood program.

Core Knowledge Foundation
Charlottesville, VA
Preschool mentor for teachers in the Arkansas Delta/Walton project

1999 – 2001
The 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 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.

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
Joyce Hargrove

1104 South Grandview, DeWitt, AR 72042
(870) 946-1828, jhargrove@pccua.edu

OBJECTIVE: An instructor and/or trainer in the field of Early Childhood Education

EXPERIENCE:

August 2007 to present, Early Childhood Instructor/Advisor, Phillips Community College, DeWitt, AR

August 2004 to August 2007, adjunct instructor for the Early Childhood Education Program, Phillips Community College, DeWitt, AR

August 2002 to May 2007, Preschool Teacher, First Baptist Church, DeWitt, AR

August 1989 to June 1994, Kindergarten Teacher, Southside Elementary, DeWitt, AR

June 1983 to June 1989, Second Grade Teacher, Southside Elementary, DeWitt, AR

August 1982 to June 1983, Kindergarten Teacher, Southside Elementary, DeWitt, AR

August 1978 to June 1979, Special Education Teachers Aide, Southside Elementary, DeWitt, AR

EDUCATION:

M.ED., Early Childhood/Special Education, University of Arkansas, Monticello, Arkansas, May 2007

B.A., Early Childhood/Elementary Education, University of Arkansas, Monticello, AR, December 1981

ACTIVITIES:

CALL Pride Foster Parent Trainer, Court Appointed Special Advocate for Abused and Neglected Children, Disaster Relief Unit Volunteer, Operation Christmas Child Relay Center Coordinator, Missions and Ministries Project Team
Carolyn Turner
12 Green Meadows, DeWitt, AR 72042
(870) 509-0496, cturner@pccua.edu

WORK EXPERIENCE

July, 1997 – Present, **Vice Chancellor**, DeWitt Campus, Phillips Community College of the University of Arkansas (PCCUA)


August, 1985 – June, 1995, **Guidance Counselor**, DeWitt High School, DeWitt,

**August 1984 – Present** – **Adjunct instructor** for PCCUA, teaching courses in Early Childhood Education, General Psychology, Sociology, The Family, English I and English II, Human Geography, and Human Growth and Development

August, 1983 – May, 1985, **Guidance Counselor**, DeWitt Middle School

EDUCATION

2006 – present - 18 hours in doctoral program, Administrative Leadership, UA,

1983-84 – University of Central AR, Conway, Certification in Guidance Counseling

1969-1971 - University of Arkansas, Fayetteville, M.ED. English and Guidance Counseling

1966 -1969 Arkansas Tech, Russellville, BA, English

1965 – Plainview-Rover High School, diploma, Plainview, AR
SUMMARY OF QUALIFICATIONS

- Over 25 years of experience teaching Health, Safety, and Nutrition in a college and/or public school setting
- Current American Heart Association Basic Life Support instructor
- Knowledge of health related topics
- Eager and willing to utilize research methods that are conducive to creating learning

EXPERIENCE

Adjunct College Instructor
Phillips Community College of the University of Arkansas, DeWitt, AR
August 1999 - present
- Facilitate student learning in the areas of Health, Safety, Nutrition, Medical Terminology, Anatomy, and Fitness
- Develop and implement programs to encourage student participation
- Prepare lesson plans and required materials for classes of different skills and year groups

Health and Physical Education Teacher with coaching responsibilities
Mountain Home Public Schools, Mountain Home, AR
August 1988-1995
- Created learning opportunities in health for middle school and high school year groups
- Performed coaching duties for basketball, softball, volleyball and track

EDUCATION

University of Arkansas at Monticello, Monticello, AR
Masters of Education, May 2005
Major: Physical Education and Technology

University of Arkansas, Fayetteville, AR
Bachelor of Science in Education, May 1987
Major: Physical Education

American Heart Association Basic Life Support (CPR) Certification, 2011
State of Arkansas Teaching Certification in Health, 1989

ACTIVITIES

- Court Appointed Special Advocate Volunteer
- Disaster Relief Volunteer
- Operation Christmas Child (Samaritan’s Purse) Volunteer
Carolyn Willingham

526 Perry Street • Helena, Arkansas  72342
(870) 338-6351, clancy@pccua.edu

EDUCATION

ARKANSAS STATE UNIVERSITY  JONESBORO, ARKANSAS
Completed Teaching Certification in Driver’s Education  1993

DELTA STATE UNIVERSITY  CLEVELAND, MISSISSIPPI
Completed Master’s Level Certification in Secondary Administration  1989

THE UNIVERSITY OF ALABAMA  TUSCALOOSA, ALABAMA
Earned Master of Arts in Education (Health, Physical Education, and Recreation)  1979
Earned Bachelor of Science in Education (Health, Physical Education, and Recreation)  1977

TEACHING EXPERIENCE

UNIVERSITY OF ARKANSAS  FAYETTEVILLE, ARKANSAS
Teach Personal & Community Health Online Course for Consortium June 2004 to Present
Taught Physical Education for Elementary Teachers Course 1999 to 2003

PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS  HELENA, ARKANSAS
Instructor in the Physical Education Department August 1993 to Present

Duties/Responsibilities of Job
• Supervise Fitness Center personnel, maintain equipment, and coordinate programs
• Direct the Intramural activities program including offering tournaments on-campus for students & staff as well as giving students opportunity to participate against other colleges.
• Teach a wide range of courses, including the following: Health and Safety, First Aid, Driver’s Education, Early Childhood Health, Safety and Nutrition, Principles of Coaching, Concepts of Fitness and Wellness, Tennis, Basketball, Volleyball, Walking/Jogging for Fitness, Individual Activities (Archery, Badminton, Table Tennis, Pickle ball), Physical Conditioning, Weight Training, Community First Aid, Online Fitness Concepts and Online Health and Safety

CENTRAL HIGH SCHOOL (HELENA-WEST HELENA PUBLIC SCHOOL DISTRICT)  HELENA, ARKANSAS
Teacher/Physical Education Department Chairman August 1978 to August 1993

Duties/Responsibilities of Job
• Supervised budgets and maintained inventory of equipment
• Designed curriculum for required physical education classes, elective physical education classes, Fitness for Life classes, and Health Education classes
• Developed the Elementary Physical Education Instruction Program and supervised students in the program
• Taught the following classes: Health Education, Physical Education Activity, First Aid, Basic Life Support, and Fitness for Life
Ja Chambliss

P.O. Box 632 • Dewitt, Arkansas. 72042
(870) 946-0409, jchambliss@pccua.edu

CAREER OBJECTIVE:
Provide and promote connections between theories and best practices through day to day engagement with children and early childhood childcare professionals utilizing my educational background, experience and expertise, and my willingness to serve.

EDUCATION:
- Master of Early Childhood Special Education, August 1997
  University of Arkansas at Little Rock, AR
- Bachelor of Science in Education, Communicative Disorders, May 1996
  Arkansas State University, Jonesboro, AR
- Gillett High School, Gillett, AR, May 1990

EXPERIENCE:
- Executive Director, Pattillo Center School, Inc., DeWitt, AR
  August 2007 - Present
  Provide leadership in developing program, organizational and financial plans with the Board of Directors and staff, carry out plans and policies authorized by the board, promote active and broad participation by volunteers in all areas of the organization's work, maintain official records and documents, ensure compliance with federal, state and local regulations, responsible for overall business of the school and responsible for the recruitment, employment, and release of all personnel, both paid staff and volunteers
- Early Childhood Instructor, Phillips Community College, Stuttgart, AR
  August 2000 - 2007
  Responsible for teaching the early childhood education classes for the Child Development Associate and the Associate of Arts degree in Early Childhood, preparing paperwork for students in a timely manner, providing advising for students.
- Early Childhood Adjunct Instructor, University of Arkansas at Monticello, Monticello, AR
  August 2003 - Present
  Responsible for teaching early childhood education class for the Bachelor of Arts Degree in Early Childhood Special Education via compressed video, and University Supervisor in observing student teachers placed in elementary schools.
- Center Director/Teacher, Great Rivers Educational Cooperative, West Helena, AR

COMMUNITY COMMITTEES:
Early Childhood Advisory Council, Member

August 2001 - Present
The purpose of the council is to assess community needs in regards to training and classes offered at Philips Community College. This council consists of daycare directors and head start directors.
- Grand Prairie Early Childhood Development Council, Member
# PCCUA Child Care Employer satisfaction Survey

Name: _______________________________ Name of Student: _______________________________
Name of Agency: ____________________________________________
Address: __________________________________ County: __________________ State: __________
Zip Code: __________________ Phone: ___________________________

Please respond to the following statements about the PCCUA student employed or working in a practicum at your agency by marking how you see the student display the behavior.

<table>
<thead>
<tr>
<th>Demonstrates communications skills in the following interactions</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher to director</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Teacher to teacher</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Teacher to child</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4. Teacher to parent</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

| Applies principles of child development and learning theories by: |
|---------------------------------------------------------------|--------|---------|-----------|-------|
| 5. Developing activities and responding to situations that promote physical development. | 86%    | 14%     | 0%        | 0%    |
| 6. Providing a nurturing supportive environment that promotes and supports social and emotional development. | 86%    | 14%     | 0%        | 0%    |
| 7. Planning and implementing meaningful cognitive activities through play, interaction, and child-initiated discovery. | 86%    | 14%     | 0%        | 0%    |
| 8. Planning and implementing 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”. | 86%    | 14%     | 0%        | 0%    |

<p>| Students are able to plan and implement developmentally appropriate curriculum and instructional practice by: |
|---------------------------------------------------------------|--------|---------|-----------|-------|
| 9. Planning and using a variety of methods to encourage children’s social, emotional, aesthetic, and cognitive development. | 86%    | 14%     | 0%        | 0%    |
| 10. Using varying developmentally appropriate methods of instruction including play, small group, teacher-directed, and child-directed activities. | 86%    | 14%     | 0%        | 0%    |
| 11. Developing and implementing an integrated curriculum that focuses on children’s culturally diverse needs and interests. | 86%    | 14%     | 0%        | 0%    |
| 12. Creating, evaluating, and selecting developmentally appropriate materials. | 86%    | 14%     | 0%        | 0%    |
| 13. Creating and evaluating developmentally appropriate environments. | 86%    | 14%     | 0%        | 0%    |
| 14. Adapting strategies and environments to meet the needs of children with disabilities, developmental delays, or special abilities. | 86%    | 14%     | 0%        | 0%    |
| 15. Creating and evaluating physical settings, schedules, routines, and transitions which reflect an understanding of their impact on children’s learning. | 86%    | 14%     | 0%        | 0%    |
| 16. “Establishing and maintaining physically and psychologically safe and healthy learning environments for children.” | 86%    | 14%     | 0%        | 0%    |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Demonstrates competency to observe, record, and document children’s work.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>18. Documents systematic observations and records conversations and interviews with and among children.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>19. Uses a variety of tools to represent children’s work (artwork, stories, etc.)</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>20. Recognizes the diversity of learners and differences of styles and rates of learning.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>21. Assesses children’s strengths and abilities in positive and non-threatening manners.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>22. Creates a developmentally appropriate environment ensuring the accessibility of materials and appropriate room arrangement.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>23. Incorporates knowledge and strategies for multi-disciplinary teaching.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>24. Uses intervention strategies to integrate goals for IEP and IFSP. (Referral to Social Services, etc.)</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.

<p>| | | | | |</p>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>25. Demonstrates an awareness of and commitment to the professional code of ethical conduct.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>26. Demonstrates an understanding of the history, philosophy and foundation of early childhood education.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>27. Affiliates with a professional organization and or participates in continuing education and training.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Demonstrates the ability to select “appropriate” literature for young children.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>29. Creates an environment that promotes a broad range of print-rich materials and experiences.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>30. Develops activities that support literacy development.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>31. Demonstrates the ability to create multi-disciplinary interest areas that can be used to support literacy development.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>32. Affirms and respects cultural differences which support, and promote anti-bias approaches through literature.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Students develop and maintain positive partnerships with families and communities.

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>33. Develops strategies for working with families.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>34. Demonstrates the ability to promote parent play interacting and reading.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>35. Demonstrates sensitivity to varying family structures and diverse cultures.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>36. Links families to external resources such as Child and Family Services.</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
37. Are you satisfied with the training this student received at PCCUA?  
   YES  |  NO  
   100% | 0%

38. Do you feel that the student has been adequately prepared to work with children?  
   YES  |  NO  
   100% | 0%

39. Would you send other students to the PCCUA Early Childhood Education Program?  
   YES  |  NO  
   100% | 0%

40. Comments:
Only one employer responded with a written comment. “We do work hard to follow these guidelines, but they do not always work out as we expect them to. Therefore my answer for the questions is usually.”
PCCUA Student Satisfaction

Students were given a survey with fourteen questions on their satisfaction with the PCCUA Early Childhood Education Program. Students were asked to respond with 1=very dissatisfied, 2=dissatisfied, 3=satisfied, or 4=very satisfied. The following percentages are the responses given by students for each of the questions asked.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you satisfied with the PCCUA class schedule? (generally)</td>
<td>3%</td>
<td>13%</td>
<td>57%</td>
<td>27%</td>
</tr>
<tr>
<td>Are you satisfied with the PCCUA day class schedule? (2:00 PM)</td>
<td>14%</td>
<td>3%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Are you satisfied with the PCCUA evening class schedule?</td>
<td>3%</td>
<td>0%</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>Are you satisfied with the PCCUA week-end class schedule?</td>
<td>3%</td>
<td>0%</td>
<td>44%</td>
<td>53%</td>
</tr>
<tr>
<td>Are you satisfied with the PCCUA schedule with one class per evening?</td>
<td>4%</td>
<td>4%</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>Are you satisfied with the PCCUA schedule with two classes per evening?</td>
<td>0%</td>
<td>8%</td>
<td>56%</td>
<td>36%</td>
</tr>
<tr>
<td>Have you been satisfied with the quality of instruction at PCCUA? (generally)</td>
<td>6%</td>
<td>0%</td>
<td>27%</td>
<td>67%</td>
</tr>
<tr>
<td>Are you satisfied with the services provided? (generally)</td>
<td>6%</td>
<td>0%</td>
<td>37%</td>
<td>57%</td>
</tr>
<tr>
<td>Are you satisfied with the services provided by the financial aid office?</td>
<td>0%</td>
<td>0%</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Are you satisfied with the services provided in the business office? (where you pay your fees and pick up Pell checks)</td>
<td>7%</td>
<td>0%</td>
<td>31%</td>
<td>62%</td>
</tr>
<tr>
<td>Are you satisfied with the advising provided identifying the courses you need to take?</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Are you satisfied with the services provided in the Registrar’s office? (counter where you enroll)</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Are you satisfied with the services provided through the ECE department with scholarship and CDA application processing? (the other option is to let you take care of processing this on your own)</td>
<td>7%</td>
<td>0%</td>
<td>32%</td>
<td>61%</td>
</tr>
<tr>
<td>Are you satisfied with the PCCUA Field Experience I and II courses and times for observations?</td>
<td>7%</td>
<td>0%</td>
<td>31%</td>
<td>62%</td>
</tr>
</tbody>
</table>

The following questions were asked students pertaining to their employment and future plans:

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you a full time employed child care provider?</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>Are you a part time child care provider?</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>Do you receive financial aid?</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>Do you plan to continue taking courses at PCCUA?</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Would you recommend the early childhood classes to a friend?</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Students were asked:

Please check the classes which have been the most helpful to you in the program? These are the percentages of student responses marked as helpful for each class.

<table>
<thead>
<tr>
<th>Class</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>38%</td>
</tr>
<tr>
<td>Math</td>
<td>29%</td>
</tr>
<tr>
<td>CDA Courses</td>
<td>84%</td>
</tr>
<tr>
<td>Literacy and Language Arts for Preschool</td>
<td>47%</td>
</tr>
<tr>
<td>Health, Safety and Nutrition</td>
<td>38%</td>
</tr>
<tr>
<td>Child Development</td>
<td>54%</td>
</tr>
<tr>
<td>Infant and Toddler Curriculum</td>
<td>50%</td>
</tr>
</tbody>
</table>
Students were asked to comment on the following questions. The responses are given to each.

Are there classes you would like to see offered?

1 - No  
2 - No, but thanks for asking  
3 - More behavioral classes  
4 - None at this time

Is there an alternative to scheduling which you think might be acceptable? Example: Summer schedule with field observations and some instruction in the fall and spring.

1 - No  
2 - Having classes offered every other year  
3 - More offered in the summer

Describe any special problems you have had at PCCUA or suggestions you would like to make which would improve the program.

1 - None  
2 - N/A  
3 - None. Everything is ok so far

PCCUA is a great school

5 - I think they are doing a great job   
6 - I have none  
7 - Pell checks dispersed into two