
To: Curriculum Committee

From: Monica Riley, Interim Executive Director, School of Education

Date: March 11, 2019

Subject: University Learning Outcomes Update-EDUC Education Courses

College: College of Science, Technology, Engineering, and Mathematics

Department/Program: School of Education- EDUC Courses

Degree level: BS

Effective date: 2018-2019

The following information will be updated on the program's website, the CALO report and on the General Syllabus. The following General Syllabi are attached:

EDUC Courses:

EDUC 2752 Introduction to Education

EDUC 3002 Introduction to Educational Technology

EDUC 3013 Human Development and Learning

EDUC 3221 Practicum I

EDUC 3401 Integrated Creative Arts

EDUC 3612 Classroom and Behavioral Management

EDUC 400V Education Independent Study

EDUC 4211 Practicum II

EDUC 4222 Assessment

EDUC 4802 Seminar in Education

EDUC 490A Internship

Course to be Added March 11, 2019 Curriculum Meeting

EDUC 2783 Introduction to Educational Foundations

Courses to be Modified March 11, 2019 Curriculum Meeting

EDUC 4203 Social Studies Curriculum, Instruction, and Assessment

EDUC 4401 Integrated Health and Physical Education

Course to be Deleted March 11, 2019 Curriculum Meeting

EDUC 3112 Literacy Development in the Content Area-

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General Syllabus

EDUC 2752 Introduction to Education

Credit Hours: 2

Lecture Hours: 2

Laboratory Hours: 0

Effective Catalog: 2018-2019

I. Course Information

A. Catalog Description

Provides an overview of the teaching profession through philosophical, historical, social, and political lenses and to provide an opportunity for prospective teacher candidates to assess their desire, commitment level, and dispositions as prospective teachers.

B. Additional Information Organizing Theme (Conceptual Framework):

Professionals United to ensure Continuous Learning and Success. The educator is an instructional leader who uses reflective decision-making; focuses on best practices; and has a thorough knowledge of students, a strong content and pedagogical knowledge, a commitment to the profession, and a desire to be a continuous learner.(also see below and

<http://www.uafortsmith.edu/Education/ConceptualFramework>)

II. Student Learning Outcomes

A. Subject Matter

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

1. Demonstrate an understanding of the requirements of the UAFS education program, and begin to develop an awareness of the knowledge base that supports current practice in teaching.
2. Know the realities of the profession of teaching from a historical, social, cultural, and legal perspective.
3. Demonstrate an understanding of the characteristics of children and their developmental patterns
4. Develop skills in personal-professional reflective inquiry.
5. Demonstrate an understanding of lesson plan mechanics.

6. Decide to make a commitment to teach or pursue some other suitable career choice.
7. Demonstrate an understanding of authentic, formative, and summative assessment.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, through case study scenarios. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

III. Major Course Topics

- A. Roles and responsibilities of professional educators
- B. Content knowledge of the history of education, school structures, educational philosophies, social and political factors that impact schools, diversity of students, teaching models, basic lesson planning, etc.
- C. Standards based education (InTASC, CCSS, etc.)
- D. Impact of diversity, social justice and poverty on learning and teaching
- E. Role of an effective teacher in planning, instruction, classroom management and assessment
- F. Undergraduate requirements for teacher education majors
- G. Knowledge of students, teachers, and curriculum in classrooms
- H. Construction of classroom projects to demonstrate planning, assessment, classroom teaching strategies and management
- I. Technology and the internet as educational tools
- J. Art of Teaching
- K. Microteaching lessons utilizing direct instruction, concept teaching, cooperative learning and problem based instruction
- L. Utilization of resources in the field (ERIC, internet, etc.)

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General Syllabus

EDUC 3002 Introduction to Educational Technology

Credit Hours: 2 Lecture Hours: 2 Laboratory Hours: 0

Prerequisite or corequisite: EDUC 2752 Introduction to Education

Effective: 2018-2019

I. Course Information

A. Catalog Description

Incorporation and pedagogical practice of technology into the instructional situation.

B. Additional Information

Organizing Theme (Conceptual Framework): Professionals United to ensure Continuous Learning and Success. The educator is an instructional leader who uses reflective decision-making; focuses on best practices; and has a thorough knowledge of students, a strong content and pedagogical knowledge, a commitment to the profession, and a desire to be a continuous learner.(also see below and <http://www.uafortsmith.edu/Education/ConceptualFramework>)

II. Student Learning Outcomes

A. Subject Matter

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

1. Administer knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Administer technology to differentiate and integrate curriculum, instruction, and assessment to meet the needs of diverse learners.
3. Conduct research and theory related to technology integration.
4. Design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and dispositions.
5. Exhibit knowledge, skills, and work processes representative of an innovative

- professional in a global and digital society.
6. Articulate local and global societal issues and responsibilities in an evolving digital culture.
 7. Exhibit legal and ethical behavior in their professional practices.
 8. Implement professional practice, model lifelong learning, and exhibit leadership in schools and professional communities by promoting and demonstrating the effective use of digital tools and resources.
 9. Plan for the use of technology by socio-economically and culturally diverse groups.)
 10. Develop procedures and processes for managing technology-rich learning environments.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K6 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Research and theories related to educational technology
- B. Electronic portfolios
- C. Electronic communication and management tools

- D. Videos as teaching and learning media
- E. Laws and responsibilities affecting educators
- F. Web-based teacher support materials
- G. Management of technologically-rich learning environments
- H. Technology as an assessment tool
- I. Educator and student access to technology tools
- J. Assistive technologies
- K. Emerging technology and professional development
- L. Addressing diversity:
 - 1. Designs and creates self-paced learning modules
 - 2. Reviews modification principles for integrating technology
 - 3. Reviews equity issues regarding technology and group projects
 - 4. Reviews methods for designing electronic lesson plans that can be converted to non-native English speaking students

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General Syllabus

EDUC 3013 Human Development and Learning

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the educator preparation program

Prerequisite or corequisite: EDUC 3221 Practicum I or ELML 3102 Foundations of Clinical Practice

Effective Catalog: 2018-2019

I. Course Information

A. Catalog Description

A study of the application of practical theories and principles of development and learning to instructional planning, teaching, management, and assessment.

B. Additional Information

The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

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

1. Evaluate what is meant by development and describe the nature of developmental change.

2. Analyze and explain the physical, cognitive, and psychosocial development at all grade levels including early childhood, middle childhood, and secondary.
3. Compare and contrast theories of development and learning; identify major forces that have shaped and continue to shape one's own development, behavior, and learning.
4. Evaluate how social institutions influence human development, behavior, and learning.
5. Analyze research findings to understand human development and learning.
6. Know and describe diversity issues related to development and research the impact of parental involvement on students' cognitive and social/emotional development.
7. Evaluate basic aspects of teaching and learning in light of the developmental/ learning knowledge base; apply knowledge to the process of education in the 21st century.
8. Use problem solving as a tool for analyzing and understanding human development and learning.
9. Use the Internet, the text, and other research tools to investigate a theory of development in greater depth, and conduct a mini-workshop for the class.
10. Conduct interviews and observations to integrate theories with real life examples.

B. University Learning Outcomes

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Teachers, Teaching, and Educational Psychology
- B. Cognitive Development and Learning
- C. Culture and Community: Diversity and Parental Involvement
- D. Behavioral, Cognitive, Complex, Social and Constructivist Views of Learning
- E. Personal, Social, and Emotional Development
- F. Motivation
- G. Creating Learning Environments
- H. Assessment

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General Syllabus

EDUC 3221 Practicum I

Credit Hours: 3

Lecture Hours: 3

Laboratory Hour: 0

Prerequisite: Admission to the educator education program

Prerequisite or corequisite: EDUC 3013 Human Development and Learning

Effective Catalog: 2018-2019

I. Course Information

A. Catalog Description

Provides perspective teachers with field-based experiences. Requires seminar attendance and participation of four hours per week in a school classroom.

B. Additional Information

The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

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

1. Analyze and articulate an understanding of how children learn and develop.

2. Select learning opportunities that support a student's intellectual, social, and personal development
3. Exhibit human relations skills that support the development of human potential.
4. Explain the roles and responsibilities of a teacher in an inclusive classroom.
5. Explain the characteristics of urban schools with diversity through structured field experiences.
6. Plan and present a lesson.
7. Observe and, as appropriate to the field assignment, identify and make practical applications of the ten principles of the INTASC core standards.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Professionalism
- B. Planning
- C. Instruction
- D. Assessment
- E. Classroom Management

- F. Efficacy
- G. Teaching Strategies
- H. Teaching to Diversity
- I. Technology Integration

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General Syllabus

EDUC 3401 Integrated Creative Arts

Credit Hours: 1 Lecture Hours: 1 Laboratory Hours: 0

Prerequisite(s): Admission to Educator Preparation Program

Effective Catalog: 2019-2020

I. Course Information

A. Catalog Description

A study of theory, research and practice for integrating art, music, and drama in educational settings.

B. Additional Information

Organizing Theme: The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

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

1. Understand the power of creative thinking on problem solving.
2. Use a basic knowledge of the concepts, vocabulary and forms in the fine arts, music, and drama to integrate curriculum in the classroom.
3. Exhibit an understanding of the cultural impact of the arts on society

4. Create curriculum designed to draw on the instruments, materials, and methods for the fine arts, which include music and drama.
5. Design appropriate formative and summative assessment of the arts.
6. Use knowledge of the development of the fine arts, which include music and drama, to design appropriate lessons.

B. University Learning Outcomes (ULO)

This course enhances student abilities in the following areas:

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. They will also give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K6 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. They will identify appropriate interventions to enhance learning in diverse environments.

III. Major Course Topics

- A. Creativity
- B. Fine arts concepts
- C. Fine arts vocabulary
- D. Artistic and musical forms
- E. Components of music
- F. Families of musical instruments
- G. Developmentally appropriate activities
- H. Instruments, methods, and materials
- I. Arts and music integration in content
- J. Assessment in the arts and music

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General Syllabus

EDUC 3612 Classroom Behavior and Management

Credit Hours: 2

Lecture Hours: 2

Laboratory Hours: 0

Prerequisite: Admission to the educator education program

Corequisite: EDUC 4211 Practicum II

Effective Semester: 2018-2019

I. Course Information

A. Catalog Description

A study of various techniques used in classroom management and classroom presentations. Spatial, human, and cultural relationships are explored. Organization and planning are stressed.

B. Additional Information

Organizing Theme: The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

Upon completion of this course, teacher candidates will be able to:

1. Examine the causes for disruptive behavior and demonstrate corrective methods.

2. Examine various theories of classroom management.
3. Examine plain theories behind various discipline plans and be able to implement one plan in the classroom.
4. Examine the importance of classroom management and its role in the prevention of undesired behavior in the classroom.
5. Develop skills in minimizing disruptive behavior and increasing learning through effective organization and instruction.
6. Demonstrate the knowledge of leadership styles and communication techniques to enhance the classroom and parent conference.
7. Create own personal system of discipline that is consistent with his/her philosophy and personality, as well as with the realities of their students and schools.
8. Adapt inclusion of all students and any accommodation for diversity among the students.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Identifying philosophies and theories of discipline

- B. Understanding students' psychological needs
- C. Developing a classroom management plan
- D. Managing cooperative learning activities
- E. Creating positive peer relationships
- F. Establishing positive teacher-student relationships
- G. Maximizing on-task student behavior
- H. Responding to disruptive behavior
- I. Working with parents
- J. Preparing for classroom organization and discipline
- K. Using problem solving to resolve behavior issues
- L. Developing a personal system of discipline

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General Syllabus

EDUC 400V Education Independent Study

Credit Hours: 1-3

Independent Hours: 1-3 Variable

Prerequisite: senior standing, admission to the educator preparation program, and consent of instructor or department head.

Effective Catalog: 2018-2019

I. Course Information

A. Catalog Description

Current advanced topics in education are explored by students through faculty-guided independent study. Topics are selected based on faculty specialization and student interest.

B. Additional Information

Organizing Theme (Conceptual Framework): Professionals United to Ensure Continuous Learning and Success. The educator is an instructional leader who uses reflective decision-making; focuses on best practices; and has a thorough knowledge of students, a strong content and pedagogical knowledge, a commitment to the profession, and a desire to be a continuous learner.

II. Student Learning Outcomes

A. Subject Matter

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

1. Varies based on student need

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

A. Selected based on faculty specialization and student interest.

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General Syllabus

EDUC 4211 Practicum II

Credit Hours: 1

Lecture Hour: 0

Laboratory Hours: 4

Prerequisite: Admission to the educator preparation program

Corequisites: EDUC 3612 Classroom and Behavioral Management and SPED 3022 Survey of Diverse Populations

Effective Catalog: 2018-2019

I. Course Information

A. Catalog Description

Provides prospective teachers field-based experiences. Requires seminar attendance and K-12 classroom attendance and participation for four hours per week.

B. Additional Information

Organizing Theme (Conceptual Framework): Professionals United to Ensure Continuous Learning and Success. The educator is an instructional leader who uses reflective decision-making; focuses on best practices; and has a thorough knowledge of students, strong content and pedagogical knowledge, a commitment to the profession, and a desire to be a continuous learner.

II. Student Learning Outcomes

A. Subject Matter

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

1. Make use of relevant aspects of students' background knowledge and experiences.
2. Assess and implement clear learning goals for lessons that are appropriate to the students.
3. Evaluate and assess the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

4. Select teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.
5. Select assessment strategies that are appropriate for the students and that are aligned with the goals of the lesson.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

III. Major Course Topics

Topics included in this course reflect that it is a field-based course with no formal classes except for three seminar sessions.

- A. Framework for Teaching (FFT, Charlotte Danielson)
- B. State and National Standards for Teaching
- C. Lesson Planning
- D. Classroom Observation
- E. Child Maltreatment Reporter Training
- F. The importance of content and pedagogical knowledge
- G. Reflective Practices

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General Syllabus

EDUC 4222 Assessment

Credit Hours: 2

Lecture Hours: 2

Laboratory Hours: 0 hours

Prerequisite: Admission to the educator preparation program

Effective Semester: 2018-2019

I. Course Information

A. Catalog Description

Focuses on the decision-making skills required in developing authentic assessments that are appropriate for classroom use. The strengths and weaknesses of classroom evaluation procedures, both formal and informal, are examined. Candidates develop tests and projects designed for pupils with different learning styles. Rubrics are created for grading all assignments. Candidates develop fundamental statistical concepts and interpret both norm-referenced and criterion-referenced test results. A computerized grade book program is examined.

B. Additional Information

Organizing Theme (Conceptual Framework): Professionals United to Ensure Continuous Learning and Success. The educator is an instructional leader who uses reflective decision-making; focuses on best practices; and has a thorough knowledge of students, strong content and pedagogical knowledge, a commitment to the profession, and a desire to be a continuous learner.

II. Student Learning Outcomes

A. Subject Matter

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

1. Summarize the basic principles and attributes of sound classroom assessment.
2. Analyze basic measurement terms and concepts.
3. Compare and contrast major issues in the area of assessment.
4. Solve and compute measures of central tendency: mean, median, and mode and standard deviation.
5. Analyze methods for test standardization and evaluation.

6. Evaluate, communicate and use assessment results.
7. Select appropriate assessment strategies based on student needs.
8. Design a variety of classroom assessments including multiple choice, essay, performance assessment, and formative assessment.
9. Select formative assessment to modify instruction.
10. Define and discuss the concepts of reliability and validity.
11. Compare and contrast criterion-referenced and norm-referenced measures.
12. Summarize the measurement of achievement, interests, attitudes, and behavior.
13. Select relevant research articles.
14. Summarize and critique educational research articles.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Student will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Definitions, purposes, and types of assessments
- B. Learning targets and standards
- C. Planning assessments, marking periods, unit plans

- D. Objectively scored test items, completion, true-false, multiple choice, matching, alternative, and authentic methods
- E. Professional responsibilities and ethics
- F. Essay items and higher order thinking questions
- G. Validity and reliability
- H. Performance assessment and rubric development
- I. Preparing student grades: weighted, fixed percentage, total points
- J. Standardized tests: interpretation of criterion and norm-referenced test results
- K. Understanding, interpreting, and explaining a school report card to parents

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General Syllabus

EDUC 4802 Seminar in Education

Credit Hours: 2

Lecture Hours: 2

Laboratory Hours: 0

Prerequisite: Admission to student internship

Corequisite: EDUC 490A Internship

Effective Catalog: 2018-2019

I. Course Information

A. Catalog Description

Emphasizes teacher leadership, refinement of teaching skills, collaboration, and marketability plans.

B. Additional Information

The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

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

1. Compose philosophy of teaching and learning
2. Utilize a repertoire of teaching strategies consistent with philosophy including hands-on technology for all learners.

3. Diagnose and understand students' capabilities, strengths, and needs based on the diversity of each individual student.
4. Summarize the ability to model professional characteristics including effective classroom organization, effective discipline strategies, understanding of diversity, and use of technology and ethical conduct.
5. Construct a professional interview packet that demonstrates the capability, organization, and insight necessary to be a successful teacher.
6. Understand legal obligations as represented by statute, regulation, school board policies, and court decisions and child maltreatment reporting laws.
7. Develop and maintain a professional presence and a professional growth plan
8. Demonstrate an understanding of the basic elements of an effective teacher
9. Demonstrate an understanding of UAFS School of Education standards and requirements.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Internship/Mentor Supervision Orientation
- B. Danielson's Frameworks for Effective Teaching

- C. TESS
- D. Career Services/Babb Center/Alumni Center
- E. EdTPA
- F. Ethics
- G. Child Maltreatment
- H. Teen Suicide
- I. Dyslexia
- J. Parental Involvement
- K. Classroom Management
- L. School Law
- M. Focus on Professional Interviews
- N. Education Job Fair
- O. Special Education
- P. Poverty
- Q. Licensure

**University of Arkansas - Fort Smith
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General Syllabus

EDUC 490A Internship

Credit Hours: 10

Lecture Hours: 0

Laboratory Hours: 34

Prerequisites: Admission to student internship

Corequisites: EDUC 4802 Seminar in Education

Effective Catalog: 2018-2019

I. Course Information

A. Catalog Description

An intensive field experience that is the culmination of a teacher candidate's bachelor degree program in education.

B. Additional Information

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II. Student Learning Outcomes

A. Subject Matter

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

1. Defend the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

2. Create learning experiences that make these aspects of subject matter meaningful to students and can link the discipline(s) to other subjects.
3. Plan curriculum appropriate to the students, to the content, and to course objectives.
4. Plan instruction based upon human growth and development, learning theory, and the needs of students.
5. Exhibit human relations skills which support the development of human potential.
6. Organize and manage a classroom total environment including physical and psycho-social environment focusing on behavior, materials, expectations, procedures, routines, etc.
7. Collaborate with school colleagues, parents/guardians, and the community to support students' learning and well-being.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

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III. Major Course Topics

A. Collaboration

The candidate will collaborate with another person or group in order to achieve

or perform a task.

B. Reflection

The candidate will solicit feedback from others; respond constructively to professional feedback; and self-reflect on his or her work.

C. Integrity

The candidate will demonstrate truthfulness moral excellence, trustworthiness, professional and ethical behavior with university faculty, peers, teachers, students and school personnel.

D. Learning

The candidate will exhibit the power and ability to begin or to follow through with a task; is committed to remaining current in knowledge of subject and teaching methods.

E. Responsibility

The candidate will be accountable for a duty or task that he/she is required or expected to do.

F. Respect

The candidate models behavior that is respectful of self and others.

G. Diversity

The candidate respects differences among people based on ethnicity, socioeconomic status and exceptionalities, etc.

H. Environment and management of the classroom.

The candidate understands that managing the environment effectively allows for student growth and progress.