

UNIVERSITY OF ARKANSAS AT MONTICELLO
COLLEGE OF TECHNOLOGY-CROSSETT
ANNUAL ASSESSMENT REPORT 2011-2012

Revised 3/29/13

Early Childhood
Education



Annual Assessment Report for Early Childhood Education

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, and the community) about your SLOs?

Student Learning Outcomes for Early Childhood Education:

1. Plan a safe, healthy learning environment.
2. Advance children’s physical and intellectual development.
3. Implement positive strategies to support children’s social and emotional development.
4. Establish productive relationships with families.
5. Implement strategies to manage an effective program operation.
6. Maintaining a commitment to professionalism.
7. Be familiar with a variety of observing and recording techniques to document children’s development
8. Understand and apply principles of child growth and development.

UAM-CTC Student Learning Outcomes for Early Childhood Education are provided to both prospective and current students in the Course Syllabi (Appendix A) and the UAM CTC Informational Program book (Appendix B), and the ECE brochures (Appendix C). Also, the learning outcomes can be found on-line at <http://www.uamont.edu/uamctc/pdf/ece2012.pdf>.

2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University.

<p>The mission of the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor.</p> <p>The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</p>	<p>Knowledge is enhanced and shared through SLO1 as students plan safe and healthy learning environments. The intellectual content of society is promoted and preserved through SLO3 as students are taught to implement positive strategies to support children’s social and emotional development. Students are educated for critical thought by understanding and applying principles of child growth and development (SLO8).</p>
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<p>The University provides learning experiences that enables students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p> <p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training.</p> <p>The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</p>	<p>Students are provided learning experiences that enable them to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own cultures through establishing productive relationships with families (SLO 4). Students are taught early childhood teaching methods from various cultures (SLO 5) Students are required to be familiar with a variety of observing and recording techniques to document children’s development (SLO7) which enables them to synthesize knowledge, communicate effectively, and use technology responsibly.</p> <p>Students are provided educational opportunities for their vocational/technical preparation through SLO 6 (maintaining a commitment to professionalism). Students are taught how to prepare for the early childhood education classroom and the importance of confidentiality in relation to children and their families.</p> <p>ECE students range from young people who have recently graduated from high school to older students who seek a career change or perhaps are starting a career for the first time. Individual achievement through tests, hands-on assignments, and Practicum assignments are required. All of the early childhood SLOs support this part of the University’s mission statement.</p>
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The University of Arkansas at Monticello College of Technology Crossett Early Childhood Department further seeks to fulfill its mission by offering a Department Mission Statement (Appendix D).

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

*UAM-CTC Early Childhood Program
Certificate of Proficiency and Technical Certificate History*

Fall 2010 (Beginning of Program at UAM-CTC)	6	NA
Spring & Summer 1 2011	NA	NA
Fall 2011	7	NA
Spring & Summer 1 2012	NA	4
Fall 2012	13	NA

An analysis of the data indicates that more students leave the program after receiving the CP than stay for the TC. After input from other EC instructors, daycare directors, and ECE students, it was determined that more students are completing the CP and not the TC because daycares are requiring students to complete the CP.

The instructor measures the students' success by their class participation, ECE assignments (Appendix E) and written examinations (Appendix F). The ECE curriculum includes required practicum courses that challenge students to integrate skills learned from theory courses into their work with children. These skills are assessed by the mentor teacher (Appendix G) and instructor (Appendix H). Students are required to complete 225 practicum hours (Appendix I). A review of the Skills Assessment Reviews by instructor indicates that students perform well in establishing productive relationships with families but are lacking in understanding and applying principles of child growth and development.

Also, videos are used to enhance and verify textbook material. Semester assignments are assigned in each course of study to reinforce theory and lab results. After the video, students were required to answer evaluative questions that indicated that they understood the objectives. All data is graded, compared, and used to verify evidence of learning among all students. For example, students were given a written examination on August 30, 2010. Six students out of 15 scored below average. The test questions that were missed by most of the students were reviewed, and students were given the opportunity to discuss and explain why they thought their answer was correct.

The Early Childhood Education program begin during the 2010-11 school year, therefore there were no graduates for ECE in June 2011. Four students completed the program in June 2012. Twelve students were enrolled for the 2010-11 school year. As we have more graduates, we will begin assembling program data referencing completion rates, placement rates, and licensure reports. Also, follow-up surveys will be completed on each graduate (Appendix J). In order to improve student learning, the instructor will provide student exit surveys and survey employers.

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

In the past, the Early Childhood department has offered courses for the Certificate of Proficiency as night classes only. The Certificate of Proficiency class (Foundations in ECE) will be offered earlier in the day starting with the Fall 2012 semester. The reason for the time change of the CDA classes is due to the fact that most students working in daycares are allowed to leave at 3:30 pm, and they need to be at the daycares very early the next morning. Students stressed wanting to meet early in the evening so they could be more rested when working with the children the next day. ECE students are more capable of working with young children and teaching them cognitive, social, emotional, and physical skills if they are more rested the next day. UAM-CTC will consider offering a portion of the Certificate of Proficiency classes during this time frame if it proves to meet the needs of working students and recruits nontraditional students.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

Each Early Childhood course consists of assignments that compel students to develop and practice oral and written communication skills as well as enhance vocabulary. Early Childhood instructors will continue to use publisher test banks and teacher-made tests (and analysis of test questions) to determine the students' acquisitions of the course/program SLO's.

The Early Childhood instructors will continue to observe and evaluate students during practicum hours. Instructors offer critique and advice to students.

Mentor evaluations of Practicum students are provided as outside feedback (Appendix G) during Practicum hours. The instructor analyzes the questions that are answered by the mentor teacher. Seven of the twelve students did not receive a high score on question number ten of the mentor evaluation. Therefore, developmentally appropriate teaching strategies were re-taught in class using role playing and pretending students were in a classroom teaching children.

Students are provided 45 Traveling Arkansas Professional Pathways (TAPP) hours during Tech Child Guidance course (Appendix K). Minimum Requirements states that daycare employees must complete at least 15 hours in-service training or outside workshop training each year in continuing Early Childhood Education that is approved by the Division (Appendix L). TAPP hours are provided by the University of Arkansas in Fayetteville and they are approved by the Division. TAPP improves student learning by providing the teacher with materials and training in how to teach students the importance of social-emotional learning to children's overall health and development. Also, TAPP is used to

teach students how to deal with antisocial behavior of young children. For example, students are taught the difference in a child's temper tantrum and meltdown and how to appropriately deal with both when teaching young children. This relates to implementing positive strategies to support children's social and emotional development (SLO number 3). The Early Childhood instructors may continue to provide their students with TAPP hours if they continue to receive training in Russellville or Little Rock as required. Requiring students to join the TAPP registry reinforces important concepts such as; the commitment to professionalism, standards for educational requirement for child care providers, being life-long learners and advocacy for children and families. The TAPP registry is a product of the Division's and Arkansas Early Childhood Education Association's desire to create a data base of early childhood educators and their levels of education/training. Students do not have to leave this area because they are provided with the TAPP training in the classroom by the ECE instructor.

6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

In order to improve student learning, students will be given a pre-test in Foundations of ECE class and post- test in Foundations of ECE class. This will allow the instructor to determine if student learning did take place. Students will be given a copy of the mentor evaluation form before they go into the day care so they will know what will be evaluated and the student will have a chance to ask questions.

Early Childhood instructors will use SLOs to create test questions before creating lesson plans. This will help to ensure that students are tested on material that is covered in class. This will be practiced in all ECE classes.

Early Childhood instructors have 90 hours of professional development training to stay abreast of changes in the ECE field so that students will be on the cutting edge of changes in the field. Students will be encouraged to attend professional development training and report back to the class of current issues.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

Reality Works was purchased for the ECE program. This consists of life-like babies that are used to demonstrate the effects and signs of Fetal Alcohol Syndrome, babies that are affected by drug use during pregnancy, and Shaken Baby Syndrome. These were used during Tech Inclusion of Young Children with Special Needs, Environments in ECE, and Development and Curriculum of ECE.

UAM-CTC worked with the ECE program that was offered by Arkansas Game and Fish Commission. This program helped to improve student learning because it provided them with activities-based curriculum designed for teachers of students whose ages are three to seven years. It is an ECE program that builds on a children's sense of wonder about nature and invites them to explore wildlife. This program was incorporated in Tech Methods and Materials, Development and Curriculum in ECE, and Foundations of ECE.

The ECE program provided students with guest speakers that have special needs and/or parents of children with special needs in Tech Inclusion of Young Children with Special Needs. As students were allowed to observe and talk to an adult with a special need, they were encouraged to understand the importance that they play when working with a special needs child. They learned this when the guest speaker discussed how their ECE teachers helped/harmed them. Also, they observed what to expect when working with special needs students. This helped to improve student learning by helping them to implement positive strategies to support children's social and emotional development and establish productive relationships with families.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Students: The ECE instructor explains to students their responsibilities at the beginning of each course (Appendix M). The students are informed that they are responsible for the end result of each project. The students understand that they are responsible for turning their work in by the deadlines that are made by the instructors. Students are required to sign a document stating that they understand their responsibilities for each ECE course (Appendix N). Also, after the student completes the test, the instructor talks with them about the test.

Faculty: Math- Math instructors work closely with the ECE department in order to incorporate math skills that can and will be used during their ECE experience.

English Faculty: English instructors work closely with the ECE department in order to incorporate correct English skills when working with young children. ECE students understand the importance of correct oral English since young children learn these skills from their teachers and child care providers. The English instructors work closely with the ECE department in order to incorporate correct English skills when typing reports and ECE articles.

Computer Faculty: Computer instructors work closely with the ECE department in order to incorporate computer knowledge needed to help them develop skills that are needed for ECE. Students are given appropriate websites to use when working with young children.

Others- Employers, daycare owners, public preschool employees, and administrators work with the ECE department. They also agree to enter into a contract in order to allow practicum students to practice field experiences with young children in daycares and public preschools (Appendix O).

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as “we take a personal interest in our students” is not evidence.)

The College of Technology at Crossett ECE program coordinates coursework with our partner, the College of Technology ECE program at McGhee. By doing this, we create an environment where students can transfer between the two schools and all the departments. UAM-CTC aligned the ECE curricula with UAM-CTM. The ECE program faculty and staff meet regularly to discuss recommendations, changes, and updates to the ECE program.

In order to improve retention, UAM-CTC early childhood instructors meet monthly with ECE instructors from all areas of the state of Arkansas. These meetings are held at Pulaski Tech and are part of a Cohort. Collaborating with other ECE instructors helps the instructor to plan lessons, communicate positively with directors of daycares, and provides them with information concerning background checks. The instructor does NOT take from classroom time to attend these meetings.

Career Pathways provides gas vouchers, tuition, books, childcare, some supplies/uniforms, etc. This enables ECE students to utilize other funds such as Pell Grants, loans, and scholarships for living expenses. Students are provided phone numbers (office, cell, and fax) and e-mail addresses for each instructor. Instructors may also be reached by text. Instructors are available for meeting upon request. Email addresses are also provided for each student and all school correspondence and announcement are sent to students via their email account. These retention efforts lead to more graduates.

Mid-term grades are provided in writing to ECE students. Each student that is not making satisfactory academic progress is counseled for academic and lab performance.

A part-time Retention Specialist has been hired and does follow-up and intervention for students who are having attendance and academic problems.

The Early Childhood instructor will coordinate retention strategies with the retention specialist to decrease retention. Some examples are test taking skills, note-taking skills, and oral testing of special needs students.

The ECE unit volunteers to participate in College Goal Sunday. Students are given assistance with completing FASA forms on-line as part of College Goal Sunday. This activity provides an opportunity for recruiting new students.

The ECE instructor attends the annual Early Childhood Conference in Hot Springs, AR. The instructor receives lesson plan ideas and information relating to the developmental learning needs of young children. This information is provided to ECE students as an effort to retain them.

UAM College of Technology – Crossett
Early Childhood Education Syllabus (Extract)
Fall Term 2011
Instructor: Alisa White

Phone: 364-6414 ext. 163

Email: whitea@uamont.edu

Course Name: Introduction to Practicum

Course Number: ECED 1071

Prerequisite (s): none (should be taken concurrently with Practicum I)

Office Hours: M & W 10:30-11:00 am, 12:30-1:00 pm, 2:30-3:00 pm, & 5:00-6:00 pm
T & H 1:00-1:30 pm & 3:00 to 5:00 pm

Text: *Minimum Licensing Regulations for Child Care Centers*, 02/2006 edition. Department of Health and Human Services; Division of Child Care Licensing (taken from the web at: <http://www.arkansas.gov/childcare/licensing/pdf/Center2-06rev.pdf>)

CDA packet: either *Infants and Toddlers* or *Preschool* Council for Professional Recognition, Washington D.C. if student is planning to seek the National CDA credential.

Student Learning Outcomes for Early Childhood Education:

- Plan a safe, healthy learning environment.
- Advance children’s physical and intellectual development.
- Implement positive strategies to support children’s social and emotional development.
- Establish productive relationships with families.
- Implement strategies to manage an effective program operation.
- Maintaining a commitment to professionalism.
- Be familiar with a variety of observing and recording techniques to document children’s development.
- Understand and apply principles of child growth and development.

Course Description: Orientation to the field experiences, formal observation and documentation requirements for the national CDA credential or the Early Childhood Technical Certificate program.

Meeting Dates:

Thursday, August 25th – RM 104 – 8am to 12 noon

Tuesday, August 30th – RM 104 – 8am to 12 noon

Thursday, Sept. 1st – RM 104 – 8am to 12 noon

Tuesday, Sept. 6th -- RM 104 – 8am to 12 noon

Requirements:

- TB screening
- Criminal Records Check

UAM College of Technology – Crossett
Early Childhood Education Syllabus
Summer I Term 2012
Instructor: Alisa White

Phone: 364-6414 ext. 163

Email: whitea@uamont.edu

Course Name: Tech Inclusion of Young Children with Special Needs.

Course Number: HOEC 2173-03

Class Time: Mon., Tues., Wed., & Thurs. 10:30- 12:45

Prerequisite (s): none

Office Hours: Mon., Tues., Wed., & Thurs.

9:30-10:30 am, 12:45-1:15 pm, & 3:30-4:30 pm

Text: Allen, K. E., Cowdery, G. E. (2009). *The Exceptional Child: Inclusion in Early Childhood Education*, 7th edition, Delmar: New York. **ISBN:** 978-1-111-34210-4

Goals and Objectives: This course is an introduction to understanding and accommodating young children with special needs, in group care settings. This includes an introduction to the laws pertaining to people with special needs, the nature of specific disabilities, useful teaching strategies, planning and intervention issues in daily activities, and an approach to working with parents, paraprofessionals, and specialists.

Recent changes in the federal special education law, or IDEA, have strengthened the mandate for inclusion of young children with special needs in typical and natural environments where they have opportunities to interact with their peers and to participate as equal members of their community.

Student Learning Outcomes: Students who complete this course should be able to:

- Understand and apply principles of child growth and development with regards to atypical development in young children.
- Plan a safe, healthy inclusive learning environment for children with atypical development.
- Advance the physical and intellectual development of children with atypical development.
- Implement positive strategies to support the social and emotional development of children with atypical development.
- Establish productive relationships with families and include families in the process for developing IFSP/IEP's and implementing these plans.

Outline:

1. An Inclusive Approach to Early Education
2. Federal Legislation
3. Inclusive Programs for Young Children

4. Normal and Exceptional Development
5. Developmental Disabilities
6. Sensory Impairments
7. Physical Disabilities and Health Problems
8. Learning and Behavior Disorders
9. Partnership with Families
10. Assessment and the IFSP/IEP Process
11. Characteristics of Effective Teachers in Inclusive Programs
12. Developmental – Behavioral Approach
13. Arranging the Environment
14. Facilitation Self-care, Adaptive, and Independence Skills
15. Facilitating Social Development
16. Facilitating Speech, Language and Communication Skills
17. Facilitating Pre-academic and Cognitive Learning
18. Managing Challenging behaviors
19. Planning Transitions to Support Inclusion

Classroom Policies:

Absences: Regular and prompt attendance is expected of all students enrolled at UAM-CTC and is necessary to maintain satisfactory progress. Attendance will be recorded for each student by course. A student will be placed on attendance probation once he/she has been absent 15% of the total scheduled hours of a course. When the student is absent 20% of the total scheduled hours of a course, the student will be officially notified in writing and dropped from the course. A letter grade of “F” will be recorded for the course unless official withdrawal by the student has been accomplished (see Withdrawal). The student will be notified of attendance probation in writing provided he/she has returned to school before reaching 20% absences. A student terminated for poor attendance may be considered for re-enrollment in the course at its next offering with the consultation and approval of the instructor and school administration. A student cannot use make-up time to reduce hours of absence any time during the school year. Each time a student is late for class or leaves early, the student will be charged a full hour or hours of absence (rounded up to the larger hour of time). In a case of extreme emergency, a student may request a leave of absence. A leave of absence must be requested in writing and may be granted or denied by the Director of Student Services. Written documentation supporting the request for a leave of absence must be provided prior to the granting of the leave or the first day back in class after the leave. The leave of absence must be for no less than seven (7) calendar days and for no more than 21 calendar days during a fall or spring semester or 10 calendar days during a summer term. If a student’s absences reach 20% of the total class hours and the student has not been approved for a leave of absence, the student will be dropped. No more than one such leave of absence can be granted in a twelve-month period. Upon receipt of proper documentation, absences caused by court subpoena, jury duty, military orders, or other government ordered visit(s) will be recorded but not included in the total cumulative hours of absence per course. The documentation must be submitted on the first day the student returns to school. Also,

absences because of a natural disaster (as determined by the administration) will not be counted in the hours of absence. Agencies granting financial assistance will be notified as required of all absences of those students receiving financial aid. The policy of each agency regarding payment when a student is absent will apply in each case.

Academic Dishonesty: Academic dishonesty involves acts which may weaken or compromise the integrity of the educational process. Cheating, collusion, duplicity, and plagiarism are serious offenses. Since dishonesty in any form harms the individual, other students and the University, policies concerning academic dishonesty will be strictly enforced. If cheating, collusion, duplicity, or plagiarism is **suspected**, the instructor may, at his or her discretion, take any of the following actions: 1) issue a warning to the student; 2) lower the grade awarded to the student for the assignment or test; 3) require the student to redo the assignment or retake the test; 4) award no credit for the paper or test; or 5) award the student a failing grade for the course. For more information, refer to the Academic Dishonesty policy in the University's catalog.

Cheating: Cheating includes, but is not limited to, the possession, receipt, use, buying, selling, or furnishing of unauthorized help while doing any of the following, but is not limited to assignments, documents, projects, reports and term papers, quizzes and tests, providing answers, and/or homework (copying homework, assignments, or answers from another student). Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty: use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor; collaboration with another student during the examination; buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; or substituting for another person during an examination or allowing such substitutions for oneself.

Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

Duplicity: Duplicity is to offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Copying someone else's works and submitting them as his or her own will NOT be tolerated.

Disorderly conduct: any behavior which disrupts the regular or normal functions of the University community is prohibited. These behaviors breach the peace or violate the rights of others. Infractions may result in disciplinary action.

Cell Phones: Please have phones turned off and put away during class.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Weevil Net on the UAM homepage: <http://www.uamont.edu/>.

Students with Disabilities:

It is the policy of the UAM College of Technology – Crossett to accommodate individuals with disabilities pursuant to federal law and the College’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services.

Assignments: The following is a tentative schedule of assignments which can/may be changed at the discretion of the instructor. Class participation exercises are possible during any class meeting and may not be made up if student is not present. Classwork will not be made up. If a student is not present on the day the class completes classwork, they will receive a 0 for that assignment.

Statement of personal philosophy of early childhood special education	50 points
Classroom Design (1).....	100 points
List of accommodations for 3 different disabilities.....	100 points
Chapter activities.....	10-50 points

Homework: Homework will not be accepted if it is late.

Tests: Any missed chapter exams must be made up within 3 days and there will be a 10% penalty on all tests not taken at the assigned time. The student is responsible for contacting the instructor to make arrangements to make up a test during the instructor’s office hours. If the student fails to make up the test in accordance to the instructor’s schedule in the allotted time, he/she will receive a grade of “0” on the test. The ONLY exception is if the situation is deemed an extreme emergency at the discretion of the instructor.

Chapter exams	100 points each
Final	200 points

Grading Scale:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

Grades will not be given to students in advance.

**Tentative Completion Schedule for
Tech Inclusion for Young Children with Special Needs
Summer 2012**

<u>Date</u>	<u>Assignment(s)</u>
05/29/12	Policies & Procedures/Syllabus/Introduction
05/30/12	Test #1
05/31/12	Chp. 1: <i>An Inclusive Approach to Early Education</i> , Chp. 2: <i>Federal Legislation: Early Intervention and Prevention</i> , HW Due: Key Terms Chp. 2
06/04/12	Chp. 3: <i>Inclusive Programs for Young Children</i> , Chp. 4: <i>Normal and Exceptional Development</i>
06/05/12	Chp. 5: <i>Developmental Disabilities: Causes and Classifications</i> Chp. 6: HW Due: List of Accommodations for Three Different Disabilities
06/06/12	Test #2 (Chapters 1 -6)
06/07/12	Chp. 7: <i>Physical Disabilities and Health Problems</i> , Chp. 8: <i>Learning and Behavior Disorders</i> , HW Due: Key Terms Chp. 8
06/11/12	Chp. 9: <i>Partnership with Families</i> , Chp. 10: <i>Assessment and the IFSP/IEP Process</i>
06/12/12	Chp. 11: <i>Characteristics of Effective Teachers in Inclusive Programs</i> , Chp. 12: <i>The Developmental-Behavioral Approach</i> , HW Due: Classroom Design
06/13/12	Test #3 (Chapters 7 -12)
06/14/12	Chp. 13: <i>Arranging the Learning Environment</i> , Chp. 14: <i>Facilitating Self-Care, Adaptive, and Independence Skills</i> , HW Due: Key Terms Chp. 14
06/18/12	Chp. 15: <i>Facilitating Social Development</i> , Chp. 16: <i>Facilitating Speech, Language, and Communication Skills</i>
06/19/12	Chp. 17: <i>Facilitating Pre-Academic and Cognitive Learning</i> , HW Due: Statement of Personal Philosophy of Early Childhood Special Education
06/20/12	Test #4 (Chapters 13-17)
06/21/12	Chp. 18: <i>Managing Challenging Behaviors</i>
06/25/12	Chp. 19: <i>Planning Transitions to Support Inclusion</i>
06/26/12	Wrap up and Review for Final
06/27/12	Final Exam at 10:30am

Note that this is a tentative schedule. This schedule may be revised at the discretion of the instructor.

*University of Arkansas - Monticello
College of Technology - Crossett
Early Childhood Education Program Syllabus*

I, _____ do enter into an agreement with the Instructor of the course listed below.

- I have read the syllabus for the course:

- I have read and do understand the requirements of the course.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that cheating, lying, plagiarism, abuse of the Internet, or other illegal or unethical behavior may result in:
 - a grade of "0" on the assignment
 - a grade of "F" for the course
 - dismissal from the Early Childhood Education Program
- I understand that I am responsible for any information presented in orientation, syllabus, lecture, study guide, text, video, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.

Student's signature

Date

EARLY CHILDHOOD EDUCATION

Program Description

The Early Childhood Education program prepares individuals for entering occupations in the childcare field. Successful graduates of the technical certificate program will be prepared to take advantage of opportunities such as the following: a classroom assistant in a private childcare center or nursery school; a classroom assistant in a Head Start or public school preschool classroom; a paraprofessional working with children with special needs; or as preparation for continuation of an early childhood education in a four-year institution.

The program combines classroom study and lab experience with infants, toddlers, and preschoolers. Through this curriculum individuals gain an understanding of the social, emotional, intellectual, and physical growth and development of young children. Students will learn to use materials, supplies, and equipment found in childcare situations through their classroom and laboratory experiences.

Student Learning Outcomes

Successful completers of this program will be able to:

- plan a safe, healthy learning environment.
- advance children's physical and intellectual development.
- implement positive strategies to support children's social and emotional development.
- establish productive relationships with families.
- implement strategies to manage an effective program operation.
- maintain a commitment to professionalism.
- be familiar with a variety of observing and recording techniques to document children's development.
- understand and apply principles of child growth and development.

The program length for a full-time student in the Early Childhood Education program is two (2) semesters and two (2) summer terms. The program costs are approximately \$3,562 for tuition and fees and approximately \$1,738 for books and supplies.

GRADUATION REQUIREMENTS (Suggested Schedule)

		<u>Summer II Term</u>	Credit Hours
MAT	1203	Technical Mathematics (or higher-level math course)	3
<u>Fall Semester</u>			
ECED	1071	*Introduction to Practicum	1
ECED	1082	*Practicum I	2
ECED	1053	*Environments in Early Childhood	3
ECED	1063	*Foundations of Early Childhood Education	3
HOEC	2153	Tech Child Development	3
HOEC	1113	Tech Curriculum Development for Infants and Toddlers	3
CFA	1103	Tech Computer Fundamentals (or higher-level computer course)	3
<u>Spring Semester</u>			
HOEC	2083	Tech Observation and Assessment in Early Childhood Education	3
HOEC	2073	Tech Child Guidance	3
HOEC	2033	Tech Child Care Practicum II	3
HOEC	2103	Tech Methods and Materials	3
COM	1203	Tech Communications or higher-level composition course	3
ECED	1043	*Development and Curriculum in Early Childhood	3
*Courses required for Child Development Associate Certificate of Proficiency (see page 12 of this booklet)			(*12)
<u>Summer I Term</u>			
HOEC	2143	Tech Childcare Program Planning	3
HOEC	2173	Tech Children with Special Needs	3
Exit: Early Childhood Education Technical Certificate			45

General Information

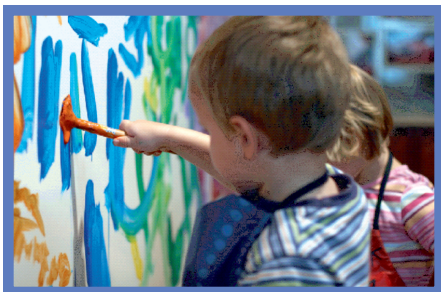
UAM-CTC offers post-secondary training to help individuals gain the knowledge and skills needed to enter and advance in their selected career. In all programs, you will be trained in the skills which employers say you will need in that particular occupational area. The staff works closely with business and industry to keep our programs responsive to the changing workplace. Each of our programs covers both the theory (class work) and the practical (lab work) aspects of the field. And, of course, you will be trained to use the needed equipment for the occupation you choose.

An applicant who does not have a high school diploma or equivalency will be given an opportunity to work toward earning the Arkansas High School Diploma (GED) free of charge.

Because of the high demands of some career areas, our programs frequently have more applicants than openings. Reapplication will be required after one year, and free refresher courses are available for all applicants.

Admissions Requirements

- Completed application for admission (no processing fee)
- Complete official high school or GED transcript, if first-time freshman
- Transcripts from all colleges attended
- Entrance Exam Scores (ACT, SAT, ASSET, or COMPASS)
- Immunization records against measles, mumps, and rubella (two doses)



Associate of Applied Science in General Technology

Early Childhood Education students may choose to continue their studies and earn an Associate of Applied Science in General Technology (AASGT) degree. There are two options for completion of the AASGT degree plan. Details of requirements for the Associate of Applied Science in General Technology degree are found in the Division of General Studies section of the UAM 2011-2013 catalog.

Note: Technical courses required for technical certificate programs may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability.

The University of Arkansas at Monticello is committed to providing educational opportunities to all qualified students and employment opportunities to all persons, regardless of their economic or social status, and will not discriminate on the basis of race, color, religion, creed, gender, ethnic or national origin, disability, age or any legally protected class. The Office of Special Student Services has been designated to coordinate efforts to comply with all laws and regulations applicable to qualified individuals with disabilities, as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries concerning the application of all federal laws and regulations regarding discrimination should be directed to the Human Relations Officer, Officer of Finance and Administration, Babin Business Center, (870) 460-1021.



Early Childhood Education

Program Information 2011-2012



“Training for Jobs of Today and Tomorrow”

**University of Arkansas at Monticello
College of Technology-Crossett**

1326 Highway 52 West
Crossett, AR 71635
870-364-6414 or 1-866-323-3384
Fax: 870-364-5707
Web Site: www.uamont.edu

Early Childhood Education

The Early Childhood Education (ECE) Program prepares individuals for entering occupations in the childcare field. Successful graduates of the technical certificate program will be prepared to take advantage of opportunities such as the following: a classroom assistant in a private childcare center or nursery school; a classroom assistant in a Head Start or public school preschool classroom; a paraprofessional working with children with special needs; or as preparation for continuation of an early childhood education degree in a four-year institution.

The program combines classroom study and lab experience with infants, toddlers, and preschoolers. Through this curriculum, individuals gain an understanding of the social, emotional, intellectual, and physical growth and development of young children. Students will learn to use materials, supplies, and equipment found in childcare settings through their classroom and laboratory experiences.

Student Learning Outcomes

Successful completers of this program will be able to:

- 1) plan a safe, healthy learning environment.
- 2) advance children's physical and intellectual development.
- 3) implement positive strategies to support children's social and emotional development.
- 4) establish productive relationships with families.
- 5) implement strategies to manage an effective program operation.
- 6) maintain a commitment to professionalism.
- 7) be familiar with a variety of observing and recording techniques to document children's development.
- 8) understand and apply principles of child growth and development.

Accreditations

UAM-CTC is accredited by the Higher Learning Commission (a commission of the North Central Association of Colleges and Schools) and the Council on Occupational Education. UAM-CTC programs are approved by the State Approving Agency for Veterans.

Child Development Associate (CDA)

The CDA training program provides students with the opportunity to develop knowledge and skill necessary to complete the Assessment and Competency Standards for the Child Development Associate credential. This certification is mandatory in many childcare facilities and educational settings. The CDA required twelve (12) credit hours of college courses that lead to a Certificate of Proficiency and provides eligibility to apply for national certification from the Council for Early Childhood Professional Recognition in Washington, D. C. The courses required for the CDA are noted in the graduation requirements that follow.

Financial Aid

Even though our tuition and fees are very reasonable, we recognize that financial problems sometimes create a barrier to enrollment. We are committed to assisting eligible students to attain financial aid in the form of scholarships, grants, or loans through one or more local, state, or federal programs as well as federal and institutional work-study jobs. For complete information on financial assistance, contact our Student Services Coordinator at 870-364-6414, extension 116 or toll-free 866-323-3384.



The program length for a full-time student in the Early Childhood Education Program is two (2) semesters and two (2) summer terms

Graduation Requirements (Suggested Schedule)

Summer II		Credit Hours
MAT 1203	Technical Mathematics <u>or</u> higher level math course	3

Fall Semester

ECED 1071	*Introduction to Practicum	1
ECED 1082	*Practicum I	2
ECED 1053	*Environments in Early Childhood	3
ECED 1063	*Foundations of Early Childhood Educ	3
HOEC 2153	Tech Child Development	3
HOEC 1113	Tech Curriculum Dev for Infants/Toddlers	3
CFA 1103	Computer Fundamentals <u>or</u> higher level computer course	3

Spring Semester

HOEC 2083	Tech Observation/Assessment in ECE	3
HOEC 2073	Tech Child Guidance	3
HOEC 2103	Tech Childcare Practicum	3
HOEC 2103	Tech Methods and Materials	3
COM 1203	Tech Communications <u>or</u> higher level composition course	3
ECED 1043	*Development and Curriculum in ECE	
	*Courses required for Child Dev Associate	
	Exit: Certificate of Proficiency	18

Summer I

HOEC 2143	Tech Childcare Program Planning	3
HOEC 2173	Tech Children with Special Needs	3
	Total Semester Hours	45
	Exit: Early Childhood Education Technical Certificate	



Program Costs: Early Childhood Education Program

Total Tuition & Fees	\$3,562
Books & Supplies (Approximately)	\$1,738

Early Childhood Education Mission Statement

The mission of the Early Childhood Education (ECE) Program at the University of Arkansas at Monticello College of Technology-Crossett is to educate early childhood education students to become compassionate, productive, and intelligent early childhood providers. The Early Childhood Education Program will educate students in developmentally appropriate practices of young children and will provide students with information concerning cultural diversity and how it relates to ECE. Early childhood education students will understand the importance of working as a team member with families, co-workers and other professionals to provide the best services for young children. Additionally, early childhood education students will understand Minimum Licensing Requirements for child care centers, which are required by the Arkansas Department of Human Services Division of Child Care and Early Childhood Education.

Weekly Lesson Plan

Week of: _____ Theme: _____ Teacher: _____

Skills/Concepts to emphasize:

Accommodations:

	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time (songs, stories, weather, games, unit discussion, etc.)					Appendix E-1

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Directed Activity (during Center time)					
Planned Outdoor Activity _____ _____					

Vocabulary/Other:

Center Time _____

Materials/Changes to the Environment

Dramatic Play

Art

Sand

Water

Blocks

Table Toys

Library

Science/Nature

Appendix E-3

Music and Movement	Gross Motor	Writing	Math
Cooking	Wood Working	Computers	Cozy

Lesson Plan Critique
Spring 2012

Name: _____ **Theme:** _____

Grade: _____/250 _____

1. Supporting documentation	50 points possible	_____
2. Organization and storage	25 points	_____
3. Skills listed, in plan and supporting documentation	25 points	_____
4. Vocabulary	10 points	_____
5. Accommodations	20 points	_____
6. Circle Time	20 points	_____
7. Teacher Directed activities	20 points	_____
8. Outdoor activities	20 points	_____
9. Dramatic Play	20 points	_____
10. Sensory Table (sand and water)	10 points	_____
11. Art Center	10 points	_____
12. Other center(s) / relatedness to theme	20 points	_____

Centers: _____

Comments:



Video Evaluation Guide

Use this form to write your written response to the video.

Name: _____

Video title: _____

Key words or concepts:

This video helped fulfill the purpose of this course by . . .

What struck me most . . .

I give this video a thumbs up or thumbs down...circle one



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Speaker Evaluation Guide

UAM-CTC Early Childhood Education Speakers

Use this form to write your written response to speaker.

Your Name: _____

5 points Speaker's Name: _____

5 points Speaker's Place of Employment: _____

5 points List the key words or concepts that would describe this speaker.

5 points This speaker related to Customer Service by...

5 points The most interesting statement made by this speaker was...



Speaker Evaluation Guide Rubric

UAM-CTC Early Childhood Education Speaker

5 points Speaker's Name: _____

5 points Speaker's Place of Employment: _____

5 points List the key words or concepts that would describe this speaker.

5 points This speaker related to Customer Service by...

5 points The most interesting statement made by this speaker was...

25 points available

10/1/14

Weekly Lesson Plan

Week of: April 20 - April 20 Theme: Caring for the Earth

Teacher:

Skills/Concepts to emphasize:

The importance of caring for the Earth. What we can do to care for the earth. (Give the earth a love back to us if we take care of it).

Accommodations: Children with any special needs accommodations will be made according to the child's need. -3 Be respectful of the world.

Circle Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Date Weather Weather of the day What is the earth?	Date Weather Weather of the day What does care mean? Discuss adventures and where things we can do.	Date Weather Weather of the day What can we do to take care of the earth? Explore Recycling	Date Weather Weather of the day Explore different ways to reduce.	Date Weather Weather of the day Explore different ways to reuse items?
9:45 (songs, stories, weather, games, unit discussion, etc.)					

Teacher Directed Activity	Monday	Tuesday	Wednesday	Thursday	Friday
9:25-10:30 (during Center time)	Poster Collage of Prayers Discuss the letter P things that can be recycled	Review Prayers on draw things that can be recycled	Produce Prayers on draw things we can produce	Children make puppets.	Decorate letters and other items brought from home materials
Planned Outdoor Activity 11:30-12:00	Plant a tree showing how the water goes back to the example of carving.	Plant different seeds in garden.	Watering tree and seeds.	Take pictures of tree and can water garden.	Have a picnic outside we will eat lunch. We will have a picnic. (which we will draw)

Handwritten note: "x 2 of 2000 including 2000" with arrows pointing to the Wednesday and Thursday columns.

Vocabulary/Other:

Review - do clean and use again in its original form
 Review - do make use of something perhaps for a different purpose
 Review - do cut back on something
 Carving - do pay close attention to
 Earth - the planet in which we live on
 Planting - do put in ground for growth

Center Time 10:30 - 11:00

Materials/Changes to the Environment

<p>Dramatic Play Clothes and hats for playtime. Buns for recycling.</p>	<p>Art Use recycled paper pictures of the earth for kids to paint. Draw pictures of things the earth provides for us to live on.</p>	<p>Sand Place recycled bottles for kids to pour sand in.</p>	<p>Water Tell the importance of water. Water planted and garden.</p>
<p>Blocks Place tree blocks in center to show the use of recycling.</p>	<p>Table Toys Small chairs and tables play dough used to wrap for the earth. Puzzles, and different games to incorporate the theme.</p>	<p>Library Books on recycling, recycling and recycling. Books on gardening. 1. Stuff! by Steve Knell 2. The Flew from the Plastic Bottle by Ruth Whitaker 3. Growing Bugs and Slugs by Gloria Thelent 4. How Crumpled is Garden Grown by Dyanne Cherry</p>	<p>Science/Nature Plant a tree. Have kids bring seeds for a small garden.</p>

for center
for recycling
for garden
for water

<p>Music and Movement Recycle, Reduce, Reuse while we collect and sort items into to bins. CD's for kids to listen and dance to. Musical instruments (recycled water)</p>	<p>Gross Motor Water Canoe Shower Preties, and Shower allow them to use their large muscles. They will access using their imagination.</p>	<p>Writing Journals for each child to write and draw about what we are learning.</p>	<p>Math Collecting cans to recycle. Sorting recycling items. Good concept to teach</p>
<p>Cooking Fruits and vegetables from the garden. Use recycled bottles for drinks.</p>	<p>Wood Working Blocks of wood, plastic hammers, nails, saw, chains, and old vacuum boards for pounding nails. (All materials are recycled)</p>	<p>Computers Recycle, Reuse, and Reduce games. Show kids what they can do recycled, and reuse.</p>	<p>Cozy Blankets, Pillows, Rugs, Chair and rug, tape player for kids to listen to tracks. Shelves of books on shelves children can listen to.</p>

Minimum Licensing Requirements Test

Name: _____

date: _____

Multiple Choice

Directions: Choose the "best" answer.

- _____ 1. Persons considering opening or expanding a childcare facility shall contact the following agencies:
- Fire Department
 - City Zoning Department
 - Child Care Licensing Unit
 - All of the above
- _____ 2. The licensing specialist has how long to submit a recommendation to the Division after receipt of a completed application.
- 2 weeks
 - 60 days
 - 6 months
 - as long as necessary to ensure the health, safety and well being of the children
- _____ 3. The following persons shall be required to have their background reviewed through the Arkansas Child Maltreatment Central Registry Check:
- The owner/operator of a child care facility
 - Employees in a child care facility
 - Volunteers who have supervisory control over children
 - All of the above
4. The following Staff Child Ratios shall be maintained:
(What number goes where the # sign is ?)
- _____ a birth to 18 months - 1 caregiver per # children
- _____ b. 18 months to 36 months - 1 caregiver per # children
- _____ c. ages 2 $\frac{1}{2}$ through 3 years - 1 worker per # children
- _____ d. 4 years - 1 worker per # children
- _____ e. 5 years - kindergarten - 1 worker per # children
- _____ 5. During nap time for children age 2 $\frac{1}{2}$ and above, a minimum of ??% of the staff shall remain with the children in the classroom, with a total of 75% of the staff remaining in the building.
- 20%
 - 25%
 - 50%
 - 60%
- _____ 6. Infants and toddlers shall not be mixed with older children except provided in Section 301.3. However, children ages ?? to ?? months may be placed in the group most suited to their social, emotional and developmental maturity.
- 20 to 24
 - 24 to 30
 - 30 to 36
 - 36 to 42

- _____ 7. The _____ is responsible for administering, planning, managing, and controlling the center's daily activities and for ensuring that the licensing requirements are met.
- Licensing Specialist
 - Principal
 - Lead Teacher
 - Director
- _____ 8. All of the below items pertain to employees in a child care center except:
- Have a high school diploma or GED
 - Be 21 years old or older
 - Be able to perform job functions
 - Health Card
- _____ 9. According to the Minimum Licensing Requirements book there shall be a written daily routine, offering alternating periods of:
- indoor and outdoor activities
 - independent and whole group activities
 - active play and quiet times
 - gross motor and fine motor activities
- _____ 10. Sleeping infants and toddlers shall be visually monitored at all times and physically checked regularly for:
- faking sleep
 - breathing
 - a pulse
 - playing
- _____ 11. The length of time a child is placed in time out shall not exceed:
- 10 minutes
 - 5 minutes
 - the time necessary for the child to understand what he/she has done wrong
 - One minute per year of child's age
- _____ 12. Time out shall not be used for children
- under 2 years of age
 - under 3 years of age
 - under 18 months of age
 - who do not like time out
- _____ 13. Children may only be released to:
- parents or legal guardians
 - someone with a note
 - a blood relative
 - persons with prior authorization
- _____ 14. There should be no more than ?? between breakfast and lunch.
- 4 hours
 - 1 snack
 - 3 hours
 - 2 $\frac{1}{2}$ hours

- _____ 15. Age groups may be mixed with one care giver if:
- there are 8 or fewer children at the daycare.
 - There are fewer than 10 children.
 - Boys and girls are mixed equally.
 - Half of the children are under 2 years of age.
- _____ 16. Acceptable behavior guidance techniques include:
- ignore minor inappropriate behavior
 - forced physical activity such as running laps
 - sitting out in the hall
 - denying dessert until the child behaves in an acceptable way
- _____ 17. A bottle may be propped up in a baby's mouth:
- with a firm pillow to prevent asphyxiation
 - if the caregiver needs to change another baby's diaper
 - if it is time for the baby to go to sleep and the caregiver does not want to disturb the baby
 - none of the above
- _____ 18. Parents or Guardians shall be notified to pick up the child if the child exhibits which of the following:
- unable to participate in daily activities
 - a fever
 - diarrhea
 - all of the above
- _____ 19. Garbage and soiled diapers shall be kept:
- in a diaper genie
 - in a locked cabinet
 - in closed containers
 - in a trash can
- _____ 20. In the licensing regulations the words "shall be" means:
- may be
 - must be
 - could be
 - ought to be

True or False

Directions: Place a "T" for true or a "F" for false in the blank before the item. If you change your mind please erase or mark through your first answer before writing your final answer.

- _____ 21. Care Givers may eat lunch with the children if they are eating what the children eat or a lunch packed at home, (not fast food.)
- _____ 22. Snacks must include foods of nutritional value.
- _____ 23. Separate space shall be provided for the isolation of children who become ill and shall be located in an area that can be supervised at all times by a staff member.

- ___ 24. Balloon use shall not be allowed in infant/toddler areas.
- ___ 25. A volunteer is not required to have references or a health card since they are not a full time employee.
- ___ 26. Discipline policies must be in writing and provided to each parent.
- ___ 27. For rest time there shall be a labeled cot or mat, bottom sheet, and cover sheet for each child.
- ___ 28. All space used by a center shall be kept clean and free of hazardous or potentially hazardous objects.
- ___ 29. When a child's fever has been lowered with Tylenol or other fever reducer, he/she is no longer considered contagious and may return to regularly scheduled activities.
- ___ 30. There shall be a total of at least 30 minutes of outdoor play per day in suitable weather.
- ___ 31. A first aid kit shall be kept out of reach of the children.
- ___ 32. Smoking is prohibited within the physical confines of the childcare center
- ___ 33. Diaper changing areas shall be cleaned and sanitized twice daily.
- ___ 34. Potty chairs shall be emptied and sanitized after every use.
- ___ 35. No child OR staff member shall be admitted who has a contagious or infectious disease.
- ___ 36. Food or drinks which are not available to the children, may only be consumed by the staff at rest time when most of the children are asleep.
- ___ 37. Children shall be protected from overexposure to the sun.
- ___ 38. Individual towels, paper towels or forced air dryers should be available within reach of the children.
- ___ 39. Soiled or wet diapers shall be removed and replaced with clean, dry diapers. The caregiver shall ensure that children are properly cleaned and dried.
- ___ 40. Soiled cloth diapers or clothing shall not be rinsed. If a child's own diapers are used, they shall be sanitarilly bagged to be taken home daily.

Short answer

List 3 of the appropriate behavior guidance techniques from the Minimum Licensing Requirements book.

41.

42.

43.

List 3 of the inappropriate behavior guidance techniques from the same section.

44.

45.

46.

List 3 of the symptoms for which children shall be sent home from the Health section of the Minimum Licensing book.

47.

48.

49.

List 6 components of handwashing from the Health section of the Minimum Licensing book.

50.

51.

52.

53.

54.

55.

What is the name of the book for this test?

56.

Minimum Licensing Requirements Test

Name: _____

date: 2-15-12

Multiple Choice

Directions: Choose the "best" answer.

D 1. Persons considering opening or expanding a childcare facility shall contact the following agencies:

- a. Fire Department
- b. City Zoning Department
- c. Child Care Licensing Unit
- d. All of the above

$$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array}$$

B 2. The licensing specialist has how long to submit a recommendation to the Division after receipt of a completed application.

- a. 2 weeks
- b. 60 days
- c. 6 months
- d. as long as necessary to ensure the health, safety and well being of the children.

$$\begin{array}{r} 102 \\ \hline 112 \end{array}$$

D 3. The following persons shall be required to have their background reviewed through the Arkansas Child Maltreatment Central Registry Check:

- a. The owner/operator of a child care facility
- b. Employees in a child care facility
- c. Volunteers who have supervisory control over children
- d. All of the above

9/9%

4. The following Staff Child Ratios shall be maintained:

(What number goes where the # sign is ?)

- 6 a. birth to 18 months - 1 caregiver per # children
- 9 b. 18 months to 36 months - 1 caregiver per # children
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- 15 d. 4 years - 1 worker per # children
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C 5. During nap time for children age 2 ½ and above, a minimum of ??% of the staff shall remain with the children in the classroom, with a total of 75% of the staff remaining in the building.

- a. 20%
- b. 25%
- c. 50%
- d. 60%

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- b. 24 to 30
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- D 7. The _____ is responsible for administering, planning, managing, and controlling the center's daily activities and for ensuring that the licensing requirements are met.
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 - Director
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- Have a high school diploma or GED
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 - under 3 years of age
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 - b. There are fewer than 10 children.
 - c. Boys and girls are mixed equally.
 - d. Half of the children are under 2 years of age.

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 - c. sitting out in the hall
 - d. denying dessert until the child behaves in an acceptable way

- D 17. A bottle may be propped up in a baby's mouth:
- a. with a firm pillow to prevent asphyxiation
 - b. if the caregiver needs to change another baby's diaper
 - c. if it is time for the baby to go to sleep and the caregiver does not want to disturb the baby
 - d. none of the above

- D 18. Parents or Guardians shall be notified to pick up the child if the child exhibits which of the following:
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 - c. diarrhea
 - d. all of the above

- C 19. Garbage and soiled diapers shall be kept:
- a. in a diaper genie
 - b. in a locked cabinet
 - c. in closed containers
 - d. in a trash can

- B 20. In the licensing regulations the words "shall be" means:
- a. may be
 - b. must be
 - c. could be
 - d. ought to be

True or False

Directions: Place a "T" for true or a "F" for false in the blank before the item. If you change your mind please erase or mark through your first answer before writing your final answer.

- ~~T~~ 21. Care Givers may eat lunch with the children if they are eating what the children eat or a lunch packed at home, (not fast food.)
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- ~~F~~ 24. Balloon use shall not be allowed in infant/toddler areas.

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- F 29. When a child's fever has been lowered with Tylenol or other fever reducer, he/she is no longer considered contagious and may return to regularly scheduled activities.
- ~~F~~ ^{OK} 30. There shall be a total of at least 30 minutes of outdoor play per day in suitable weather.
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- T 32. Smoking is prohibited within the physical confines of the childcare center
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- T 35. No child OR staff member shall be admitted who has a contagious or infectious disease.
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- T 39. Soiled or wet diapers shall be removed and replaced with clean, dry diapers. The caregiver shall ensure that children are properly cleaned and dried.
- T 40. Soiled cloth diapers or clothing shall not be rinsed. If a child's own diapers are used, they shall be sanitarilly bagged to be taken home daily.

Short answer

List 3 of the appropriate behavior guidance techniques from the Minimum Licensing Requirements book.

41. Look for appropriate behavior & reinforce the children w/ praise & encouragement when they are behaving well.
42. Attempt to ignore minor inappropriate behavior & concentrate on what the child is doing properly.
43. Attend to children who are behaving appropriately & other children will follow their example in order to obtain your attention.

List 3 of the inappropriate behavior guidance techniques from the same section.

44. Washing mouth with soap
45. Isolation without supervision
46. Placing child in dark areas.

List 3 of the symptoms for which children shall be sent home from the Health section of the Minimum Licensing book.

X 47. Fever (101° or greater)

48. Rash
49. Pink Eye

List 6 components of handwashing from the Health section of the Minimum Licensing book.

50. Individual towels, paper towels or forced air dryers shall be within the reach of children.
51. Liquid soap shall be accessible in the hand-washing area & used by caregivers & children.
52. Running water shall be available in all lavatories.
53. Caregiver's & children's hands shall be washed w/ soap before meals & snacks, after toileting, after each diaper change, & as needed.
54. Wash cloths shall not be used more than one time before laundering.
55. Hand-washing sinks shall be available for the staff within the diaper change area.

What is the name of the book for this test?

56. Minimum Licensing Requirements for Child Care Centers.



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Fax (870) 364-5707
Toll Free 866-323-3384

Practicum student should provide this evaluation form to the Mentor Teacher along with a stamped UAM envelop addressed to: Alisa White c/o address above. If Mentor has worked with this student for at least 25 hours this semester please fill out the evaluation form and seal in attached envelop. Envelope may be given to the student to return or if you prefer mailed, but must be back to the instructor on or before April 10, 2012. Your feedback is essential to this program and factors into the student's grade for this class. *Thank you for your support and input.*

ECE PRACTICUM STUDENT EVALUATION

Student: _____ **Date:** _____

N-no opportunity to observe, 1-poor, 2-fair, 3-average, 4-good, or 5-excellent

Behavior	score	Comments
Appears to enjoy working with children		
Motivated		
Works well with other staff		
Follows instructions		
Attitude		
Appropriate Attire		
Dependable		
Finds things to do to be helpful without having to be asked		
Uses appropriate guidance with children		
Has appropriate expectations for age and maturity of children		
Participates in classroom activities appropriately		
Defers to Mentor teachers appropriately		
Maintains the confidentiality of the children and families		
Other Strengths (please specify)		
Skills that need improvement (please specify)		

Please indicate the level of supervision this student requires _____.

- 1 - Irresponsible and undependable.
- 2 - Takes no initiative.
- 3 - Does what is required and not a thing more.
- 4 - Observes and catches on to routines and follows right along in a cooperative and helpful manner.
- 5 - Takes the initiative, does what needs doing before being asked, comes up with constructive and helpful ideas, anticipates needs of children and teachers.

Signature _____

Program _____

Date _____

Appendix G



Practicum Student Observation

Student: _____ Center: _____

N-no opportunity to observe, 1-poor, 2-fair, 3-average, 4-good, or 5-excellent

Behavior	score	Comments
Appears to enjoy working with children		
Knows children by name		
Uses pleasant voice when talking to children		
Gets on child's level to interact / communicate much of the time		
Listens to children		
Participates in classroom activities appropriately		
Participates in outdoor activities appropriately		
Has appropriate expectations for age and maturity of children		
Uses appropriate guidance with children		
Knows the routine		
Follows minimum licensing regulations		
Works in a comfortable manner with staff		
Maintains the confidentiality of the children and families		
Attitude – pleasant in word and manner		
Finds things to do to be helpful without having to be asked		
Follows appropriate health and safety procedures (handwashing, diapering, sanitizing, etc.)		
Appropriate Attire		
Keeps personal items put away (phone, purse, keys, etc.)		
Other Strengths (specify)		
Skills that need improvement or other concerns (specify)		

Instructor

Date

EARLY CHILDHOOD EDUCATION COURSE OUTLINE
Technical Certificate
CIP CODE – 19.0708

			CONTACT WKLY T-P	THEORY HRS.	PRAC. HRS.	TOTAL CLOCK HRS.	SEM. CR. HRS.
		SUMMER II TERM					
MAT	1203	Technical Mathematics	(3-0)	45	0	45	3
		FALL SEMESTER					
ECED	1082	Practicum I	(0-2)	0	90	90	2
ECED	1071	Introduction To Practicum	(1-0)	15	0	15	1
HOEC	1113	Tech Curriculum Development For Infants & Toddlers	(3-0)	45	0	45	3
EDEC	1053	Environments In Early Childhood	(3-0)	45	0	45	3
EDEC	1063	Foundations Of Early Childhood Education	(3-0)	45	0	45	3
HOEC	2153	Tech Child Development	(3-0)	45	0	45	3
CFA	1103	Computer Fundamentals or higher level computer course	(3-0)	45	0	45	3
		SPRING SEMESTER					
HOEC	2073	Tech Child Guidance	(3-0)	45	0	45	3
HOEC	2033	Tech Child Care Practicum II	(0-3)	0	135	135	3
ECED	1043	Development And Curriculum In Early Childhood	(3-0)	45	0	45	3
HOEC	2103	Tech Methods & Materials	(3-0)	45	0	45	3
HOEC	2083	Tech Observation & Assessment In Early Childhood Education	(3-0)	45	0	45	3
COM	1203	Technical Communication or higher level composition course	(3-0)	45	0	45	3
		SUMMER 1 TERM					
HOEC	2143	Tech Child Care Program Planning	(3-0)	45	0	45	3
HOEC	2173	Tech Children With Special Needs	(3-0)	45	0	45	3
		EXIT: Technical Certificate Early Childhood Education	(40-5)	600	225	825	45



TRAVELING ARKANSAS' PROFESSIONAL PATHWAYS

Attendance Form

Practitioner Application

Professional Development Course _____ Course ID # _____

Trainer ID# _____ Trainer _____ Clock Hours _____

City _____ Site _____ End Date _____

Statistical Information:

This information is used for reporting purposes and for recording attendance. **PLEASE PRINT LEGIBLY.**

Full Name (First Middle Last): _____

PO Box/Street: _____

City: _____ State: _____ Zip Code: _____ County: _____

E-Mail: _____ Date of Birth: ____/____/____

Primary Phone Number: _____ Work Phone Number: _____

COMPLETE TAPP Registry ID Number: _____

ONLY ONE Last 5 Digits of Social Security Number: X X X—X ____—____

I am a current member of the TAPP Registry; please update my information to reflect the above.

(OPTIONAL)

TRAVELING ARKANSAS' PROFESSIONAL PATHWAYS REGISTRY

I am **NOT** a current member of the Traveling Arkansas' Professional Pathways Registry. Please **ACCEPT** this form as my initial application to become a member.

(Please be sure all statistical information listed above is complete. By marking this box and signing below, you will become a member of the TAPP Practitioner Registry and assigned a level according to the TAPP Map.)

Please send me information on becoming a member of the TAPP Registry at the Foundation, Intermediate, or Advanced levels of the TAPP Map.

(You will receive a current copy of the TAPP Map and a full application. Incentives offered by the TAPP Registry will only be issued to those members who complete the full application.)

Signature _____

Date _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
TRAINER USE ONLY	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
					(5)		(7)		(10)		(12)		(16)		(20)					

IMPORTANT NOTICE

Child Care Licensing has a basic requirement of 10 hours of DCCECE approved professional development annually for licensed facilities. Quality Approved Programs have a basic requirement of 15 hours of early childhood education professional development annually. ABC Program staff are required to obtain 30 hours of staff development on topics pertinent to early childhood, approved by DCCECE. Membership in the TAPP Registry requires 15 hours of registered professional development annually. For more information, visit the TAPP Registry's Website at: <http://professionalregistry.astate.edu>

**MINIMUM LICENSING
REQUIREMENTS
FOR
Child Care
Centers**



**ARKANSAS DEPARTMENT OF HUMAN SERVICES
DIVISION OF CHILD CARE AND EARLY CHILDHOOD EDUCATION
CHILD CARE LICENSING UNIT
P. O. BOX 1437, SLOT S150
LITTLE ROCK, ARKANSAS 72203-1437
(501) 682-8590**



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3. All staff members hired after January 1, 1990, to work directly with children shall have a high school diploma or GED or shall be enrolled in a high school or GED curriculum and complete the curriculum within one year of hire.
4. All staff members who work directly with children shall obtain at least fifteen (15) hours of in-service training or outside workshop training each year in continuing Early Childhood Education. This training shall be approved by the Division.
5. At least one (1) adult caregiver who has current certification by the American Heart Association or the American Red Cross in infant and child cardiopulmonary resuscitation (CPR) and at least one (1) caregiver who has a current certification from the American Heart Association or the American Red Cross in First Aid shall be present within the confines of the center while children are in care. Adult CPR is also required if school age children are in care, or documentation that the current certification covers the ages of children in care. Infant/Child/Adult **CPR** certification will also be accepted from the AR Department of Labor; with documentation they conducted the course. Certifications may be held by the same person.
6. Prior to providing direct child care, staff shall receive an orientation in basic health & safety, facility behavior management policies, center schedules, Minimum Licensing Requirements, and shall be advised that they are mandated reporters under the Child Maltreatment Reporting Act.
7. All staff members working in a child care center, in any capacity, shall obtain a health card or physician's statement showing the absence of contagious Tuberculosis. This shall be renewed on a yearly basis.
8. All staff members caring for children shall be able to perform necessary job functions.
9. Staff shall not engage in behavior that could be viewed as sexual, dangerous, exploitative or physically harmful to children. A caregiver shall not use profanity or speak in an abusive manner when children are present.
10. No caregiver shall consume or be under the influence of illegal drugs. (A drug test may be required if there is reasonable cause to suspect violation of this requirement and the issue cannot otherwise be resolved.) No caregiver shall consume or be under the influence of alcohol while delivering care. No caregiver shall consume or be under the influence of medications (prescription or non-prescription) which impair their ability to provide care.

304 Volunteer Requirements

1. Volunteers are those individuals who have routine contact with children and assist staff in the facility. If they are left alone with children, considered in the staff/child ratios or given supervisory/disciplinary control over children they shall be considered staff and must meet the requirements for personnel (Section 300) and staff requirements (Section 303).
2. All volunteers in a child care center shall be 18 years of age or older unless the volunteer is under the direct supervision of the director or person in charge and has been approved on an individual basis by the Child Care Licensing Unit.

Early Childhood Education (ECE) Program Rules

The University's Standards of Student Conduct are set forth in writing in order to give students notice of academic and non-academic prohibited conduct. Please see your student handbook. In addition, students are expected to adhere to the following policies and procedures in all ECE classes.

- 1. The cooperation of all students is necessary to make any course a great learning environment. Insubordination and conduct that is disrespectful, dishonest, unethical, illegal, or unsafe will not be tolerated.*
- 2. Show consideration for your classmates and instructors. Inappropriate conversations or discussions during lectures or designated quiet study times will be considered disrespectful and will require disciplinary action. Inappropriate conversations in the classroom will not be tolerated.*
- 3. Students will conduct themselves in a professional manner which includes refraining from the use of foul/obscene language, raising of voice, arguing, providing false information, or other such disrespectful modes of verbal and non-verbal communication.*
- 4. Do not work on homework assignments during instruction time unless directed by the instructor.*
- 5. Be quiet entering and exiting the building to avoid disturbing classes.*
- 6. Do not use strong perfumes, lotion, and sprays or mists. You will be asked to leave the classroom because many individuals are extremely allergic to them.*
- 7. The room temperature will be monitored only by the instructor.*
- 8. Do not bring guests or children to class.*
- 9. If a student has an assignment for a different ECE class that needs to be turned in, they need to slide it under the instructor's office door or email it from his/her UAM email account with a return receipt. This includes Practicum timesheets.*
- 10. Do not ask the instructor information concerning an assignment for a different ECE class during class time. This includes activities, tests, and deadlines. If a student has a question concerning another class, he/she should contact the instructor during office hours or ask during **that** class.*
- 11. All homework must be turned in at the beginning of class or emailed before the due date if the student is going to be absent. Papers should be stapled. Do **not** ask the instructor for a stapler, paper clip, or other items. It is the student's responsibility to turn in his/her work correctly. Homework will not be accepted late.*
- 12. If a student is not present on the day the class completes classwork, he/she will receive a zero (0) for that assignment.*

13. *Students will have one week to make up a worksheet. If it is not made up by the deadline, the student will receive a zero (0).*
14. *All work on lined paper should have the correct heading on the left-hand side. The heading should state the student's first and last name, date, course name, & assignment. The assignment should include the chapter and page(s) number (s).*
15. *Student presentations cannot be made up. If a student is not present on the day of his/her presentation, he/she will receive a 0.*
16. *Cooperation and a team effort are required and expected in group projects.*
17. *Pop tests (quizzes) will be given at random. These tests will not be scheduled and cannot be made up.*
18. *Final exams are scheduled and cannot be made up. The only exception is if the situation is deemed an extreme emergency at the discretion of the instructor.*
19. *In the classrooms and labs, cell phones should be silenced and must be concealed off of the desk/table. Failing to follow this rule may result in the entire class losing the privilege of bringing cell phones to class.*
20. *Purses, bags, and backpacks should not be on desk/table during class time.*
21. *Eating in the classroom is not allowed. The instructor may allow soft drinks during class time provided they are in non-spillable containers or those with lids. Failing to follow this rule may result in the entire class losing this privilege.*
22. *Confidentiality must be maintained at all times. Do **not** state the name of a child, parent, director, teacher, childcare provider, daycare, school, or anyone that works at the school during class discussions. Failure to comply with confidentiality requirements as mandated by law may result in dismissal from the ECE program and/or possible legal action.*
23. *Students will be required to check their UAM e-mail daily. Only emails from UAM accounts are permissible for correspondence with the instructor/staff.*
24. *Students will be required to access and use Weevil Net regularly.*
25. *If a student does not bring a required text book to class, he/she will not be allowed to share books in class to do assignments.*
26. *Seating arrangements will be assigned to students by the instructor. All students are required to sit where assigned.*
27. *Students must show respect to their classmates by not talking when students are presenting material in class. Disruptive students will be asked to leave and docked for hours absent from class.*
28. *Do not answer a question that has been addressed to the instructor.*
29. *Do not ask for an extra copy of material from the instructor.*

30. *Students should not ask the instructor to supply them with study notes if they are absent.*
31. *Do not ask questions concerning an assignment only minutes before it is due. If a student has a question concerning an assignment, he/she should ask the instructor when the assignment is assigned or during office hours.*
32. *Do **not** make negative, mocking, or derogatory comments concerning children. This includes in a joking manner.*
33. **Practicum students only!!** *Students are required to purchase scrubs during Introduction to Practicum class. Scrubs will be purchased from the vendor that is appointed by the instructor. More information will be provided during Introduction to Practicum class.*
34. *Excessive bathroom breaks by students will not be allowed. Students may go to the bathroom without permission from the instructor. However, if instruction time is affected due to excessive breaks, students will be required to seek permission from the instructor before leaving the classroom.*
35. *It is unacceptable and inappropriate for a student to ask the instructor information that is clearly stated in the handbook or syllabi. The student should always check their syllabus and/or UAM Student Handbook. The UAM Student Handbook is available at <http://www.uamont.edu/pdf/Student%20Handbook.pdf>.*
36. *Students are expected to follow oral as well as written instructions. Failure to do so may result in dismissal from the course.*
37. *If a student is dismissed from class for inappropriate behavior and/or infractions of rules, the student will be referred to administration for probationary or dismissal action.*

I have read the ECE Program Rules and agree to follow them and any other directions given by the instructor.

Signature _____

Date _____

Course _____

*University of Arkansas – Monticello
College of Technology - Crossett
Early Childhood Education Program Syllabus*

I, _____ do enter into an agreement with the Instructor of the course listed below.

- I have read the syllabus for the course:

- I have read and do understand the requirements of the course.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that cheating, lying, plagiarism, abuse of the Internet, or other illegal or unethical behavior may result in:
 - a grade of “0” on the assignment
 - a grade of “F” for the course
 - dismissal from the Early Childhood Education Program
- I understand that I am responsible for any information presented in orientation, syllabus, lecture, study guide, text, video, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.

Student’s signature

Date

Appendix N

**UNIVERSITY OF ARKANSAS AT MONTICELLO
COLLEGE OF TECHNOLOGY – CROSSETT**

MEMORANDUM OF UNDERSTANDING

Student Internship

This Memorandum of Understanding effective _____
(Date)

among the **University of Arkansas at Monticello College of Technology – Crossett**, hereinafter referred to as the **University**, and _____

(Name of employer, business, agency, University office. Please print clearly.)

hereinafter referred to as the **Business**; and the **Student**. (The Student will be identified at the time of the internship through a dated and signed attachment to this Memorandum of Understanding.)

It is agreed by these parties to be of mutual interest and advantage that the student involved in one of the Internship Programs at the University be given the opportunity for and benefit of experiential learning through an internship provided by the Business.

The University agrees to:

1. Send the name of the student to the Business as soon as possible prior to the beginning date of the internship.
2. Supply, with the student's permission, any additional information required by the Business prior to the employment of the student.
3. Assign to the Business only those students who meet, so far as can be ascertained, the requirements of both the Business and the University.
4. Provide a University faculty or staff member to serve as liaison who will discuss with the internship supervisor of the Business the assignments to be assumed by the student in the internship program.
5. Comply with all established policies and practices of the Business as such policies and practices are made known to the University. The University further agrees that the student will be subject to all rules and regulations pertaining to regular employees of the Business.
6. Notify the student that his/her appearance and performance of duty will be commensurate at all times with the position that he/she is preparing to assume.

The Business agrees to:

1. Provide a current job description for each student position to the University and the student.
2. Provide a planned, supervised program of internship experience that is mutually acceptable to the University and the Business.
3. Maintain complete records and reports of the student's performance and provide written evaluations of the student's performance as required by the University.
4. Request the University to engage in a joint evaluation if the student's performance is questionable, whose personal characteristics seem to prevent desirable relationships within the Business, or whose health status becomes a detriment to the student's successful completion of the internship.
5. Upon reasonable request, permit inspection by the University of the Business facilities, records pertaining to the internship experience, student records, and such other items pertaining to the Business's internship program.
6. Provide an internship on-site supervisor (an employee of the Business), mutually agreeable to the University and the Business who will be responsible for training, mentoring, supervising, and evaluating the student's internship performance as required by the University.
7. Immediately notify the University in writing of any change or proposed changes in their internship program.
8. In the event of a workplace accident, notify the University faculty member responsible for the student intern with details of the event as soon as reasonably possible.
9. Assess no fees to the University or Student for the use of the Business's resources in connection with this internship program.

Appendix O-1

It is mutually agreed that:

1. The Business will indemnify, defend and hold the University innocent for and against and all losses, damages, expenses, or other liabilities including attorney’s fees, court costs, and related costs of defense, arising from or in any way connected with claims for personal injury, death, property damage or contractual liability that may be asserted against the University by any party(ies), which arise or allegedly rise out of action, inaction, or breach by their own employee, student, agent, or representative while in the conduct of the internship experience.
2. The University and the Business shall comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Title II of the Older Americans Amendments of 1975, and all related regulations, and assure that they do not, and will not, discriminate against any person on the basis of race, color, sex, creed, national origin, age or handicap under any program or activity receiving Federal financial assistance. Nothing in this agreement is intended to be contrary to State or Federal laws. In the event of conflict between terms of this agreement and any applicable State or Federal law, that State or Federal law will supersede the terms of this agreement. In the event of conflict between State and Federal laws, Federal laws will govern.

The Student agrees:

1. To follow the administrative policies of the Business, including confidentiality policies, personnel practices, business protocol, etc.
2. To provide his/her own personal transportation and living arrangements.
3. To report to the Business at the agreed-upon times and follow all established rules and regulations during regularly scheduled operating hours of the Business.
4. There is no monetary compensation for this internship.
5. To abide by the University’s regulations and policies as stated in the University catalog, Student Handbook, and unit policies and procedures.
6. To hold harmless the Business or University for any accidental injury occurring at the Business that may be due to the intentional misconduct or negligence of the Business’s agents and/or employees.
7. To accept changes in job duties and internship assignments that may be made at the Business’s on-site supervisor’s request. The student should notify his/her instructor if changes are made.
8. There will be no University refund if an internship must be terminated as a result of student action or if the student has failed to meet his/her basic job responsibilities. An alternative site may be provided after a conference between the student and the University liaison.

Terms of Agreement:

1. Any of the above parties hereto may, upon giving thirty (30) days’ written notice, terminate this Memorandum of Understanding.
2. Any revision to this Memorandum of Understanding becomes effective upon signatory approval of the parties through written communication form all parties.
3. Periodic review of internship programs and policies will be conducted under the auspices of the University Office of Academic Affairs.

I have read this Memorandum of Understanding and agree to the role and responsibilities specified by my position.

Signature of Business Representative	Date
--------------------------------------	------

Signature of Student	Date
----------------------	------

Signature of University Representative	Date
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This Memorandum of Understanding should be signed and dated by the Business representative and Student intern and returned to:

Ms. Linda Rushing, Vice Chancellor
University of Arkansas at Monticello
College of Technology – Crossett
1326 Hwy 52 West
Crossett, AR 71635