

Program Approval Protocol for: Agriculture (7-12)

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

2. **Rationale**

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

3. **Institutional Approval**

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

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

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website

(<https://registrar.uark.edu/program-unitchanges/index.php>).

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

4. Documentation of Revisions

a. Changes to the Curriculum

i. The current and proposed Eight Semester Plans are below, as well as the proposed Program of Study. Changes to the proposed program of study include: add AGED 31603 to replace AGED 3162 and AGED 3161L; add AGED 475V *Internship in Ag Education* (6 sch) in the fall semester of year 4; remove 6 sch of general electives from program of study. Changes in the proposed program of study are denoted below:

Eight Semester Plan for Agricultural Education			Eight Semester Plan for Agricultural Education		
CURRENT Eight Semester Plan			PROPOSED Eight Semester Plan		
Course Code/Name	Course Hours		Course Code/Name	Course Hours	
First Year	Units		First Year	Units	
	Fall	Spring		Fall	Spring
UNIV 1001 - University Perspectives	1		UNIV 10051 - University Perspectives	1	
AGED 1123 - Foundations of Ag Ed	3		AGED 11203 - Foundations of Ag Ed	3	
ASTM 1613 - Fundamentals of Ag Systems Tech	3		ASTM 16103 - Fundamentals of Ag Systems Tech	3	
AECTBS Core Elective	3		AECTBS Core Elective	3	
ENGL 1013 - Composition I	3		ENGL 10103 - Composition I	3	
General Elective	3		General Elective	3	
BIOL 1543/1541L - Principles of Biology		4	BIOL 10103/10101 - Principles of Biology		4
ENGL 1023 - Composition II		3	ENGL 10203 - Composition II		3
MATH 1203 - College Algebra or higher		3	MATH 11003 - College Algebra or higher		3
PSYC 2003 - General Psychology		3	PSYC 20003 - General Psychology		3
General Elective		3	General Elective		3
Totals	16	16	Totals	16	16
Second Year			Second Year		
AGEC 1103 or 2103 - Ag Micro/Macro Econ	3		AGEC 11003 or 21003 - Ag Micro/Macro Econ	3	
General Elective	3		General Elective	3	

ASTM 2903 - AGHE Apps of Microcomputers	3		ASTM 29003 - AGHE Apps of Microcomputers	3	
CHEM 1073/1071L - Fundamentals of Chemistry	4		CHEM 12103/12101 - Fundamentals of Chemistry	4	
Fine Arts/Humanities Core Elective	3		Fine Arts/Humanities Core Elective	3	
ACOM 3143 - Communicating Ag to the Public		3	ACOM 31403 - Communicating Ag to the Public		3
AECTBS Core Elective		3	AECTBS Core Elective		3
HIST 2003 or 2013 or PLSC 2003		3	HIST 20003 or 20103 or PLSC 20003		3
Science or Math Elective		3	Science/Math Elective (ENSC 10003 / ENTO 10203)		3
General Elective		3	General Elective		3
Totals	16	15	Totals	16	15
Third Year			Third Year		
AGED 3162 - Curriculum Dev & Assessment	2		AGED 31603 - Curriculum Dev & Assessment	3	
AGLE 3153 - Leadership Development in Ag	3		AGLE 31503 - Leadership Development in Ag	3	
Social Science Core Elective	3		Social Science Core Elective	3	
General Elective	3		General Elective	3	
General Elective	3		AGED 41203 - Issues in Agriculture	3	
AGED 3133 - Instructional & Presentation Strat		3	AGED 31303 - Instructional & Presentation Strat		3
CIED 3023 or 4023		3	General Elective		3
AECTBS Core Elective		3	AECTBS Core Elective		3
AGED 4233 - Program Development		3	AGED 42303 - Program Development		3
General Elective		3	General Elective		3
Totals	14	15	Totals	15	15
Fourth Year			Fourth Year		
AGED 4003 - Issues in Agriculture	3		AGED 48403 - Methods in Ag Labs	3	
AGED 3161L - Curriculum Dev & Assessment Lab	1		CIED 30303 - Classroom Learning Theory (Web)	3	
CIED 3033 - Classroom Learning Theory	3		Fine Arts/Humanities Core Elective (Web)	3	
Fine Arts/Humanities Core Elective	3		AGED 4750V Internship in Ag Education	6	
General Elective	3		AGED 4750V - Internship in Ag Education		9
General Elective	3		CIED 30203		3

AGED 4213 - Teachers as Professionals		3	Totals	15	12
AGED 4843L - Methods in Ag Labs		3	Grand Total	120	
AGED 475V - Spring Internship in Ag Education		6			
Totals	16	12			
Grand Total	120				

DEPARTMENT OF AGRICULTURAL EDUCATION, COMMUNICATIONS AND TECHNOLOGY
Major in Agricultural Education, Communication and Technology – AECTBS
Check Sheet for Agricultural Education (AGED) Concentration
202X-202X

Name _____ ID# _____ Advisor _____

University Requirements 1 hr
 ___ UNIV 10051 University Perspectives¹

Communications 6 hrs
 ___ ENGL 10103 Composition I
 ___ ENGL 10203 Composition II

US History or Government 3 hrs
 ___ HIST 20003 OR HIST 20103 OR PLSC 20003

Mathematics 3 hrs
 ___ MATH 11003 College Algebra or higher (excluding MATH 1313)

Physical and Biological Sciences 11 hrs
 ___ BIOL 10103 Principles of Biology
 ___ BIOL 10101 Principles of Biology Lab
 ___ CHEM 12103 Fundamentals of Chemistry
 ___ CHEM 12101 Fundamentals of Chemistry Lab
 ___ Science OR Math Elective (3 hrs)²

Fine Arts/Humanities 6 hrs
 ___ Fine Arts Core (3 hrs)²
 ___ Humanities Core (3 hrs)²

Social Sciences 9 hrs
 ___ AGECE 11003 Principles Agri Microeconomics OR
 ___ AGECE 21003 Principles Agri Macroeconomics
 ___ PSYC 20003 General Psychology
 ___ Social Science Core Elective (3 hrs)²

AECTBS Major Core 30 hrs
 ___ ASTM 16103 Fundamental of Agri Systems Tech
 ___ ASTM 29003 AHES Applications of Microcomputers
 ___ AGED 31303 Instructional and Presentation Strategies
 ___ ACOM 31403 Communicating Agriculture to the Public
 ___ OR ACOM 314H3 Honors Communicating Ag to the Public
 ___ AGLE 31503 Leadership Development in Agriculture OR
 ___ AGLE 315H3 Honors Leadership Dev in Agriculture
 ___ AGED 41203 Issues in Agriculture
 ___ AGED 4750V Internship in Agricultural Education (3 hrs)

Choose 9 hours from the following:
 ___ ANSC 10303 Introductory Animal Sciences³
 ___ ENSC 10003 Environmental Science
 ___ ENTO 10203 Insects, Science and Society
 ___ HORT 20003 Principles of Horticulture
 ___ POSC 23403 Poultry Production
 ___ FDSC 26003 The Science of Cooking
 ___ PLPA 30003 Principles of Plant Pathology

AGED Concentration Requirements 30 24 hrs
 ___ AGED 11203 Foundations of Agricultural Education
 ___ ~~AGED 3162 Curriculum Development & Assessment~~
 ___ ~~AGED 3161L Curriculum Development & Assess Lab~~
 ___ ~~AGED 31603 Curriculum Development & Assessment~~
 ___ ~~AGED 4213 Teachers as Professionals~~
 ___ AGED 42303 Agricultural Education Program
 ___ ~~Planning and Management Program Development~~
 ___ AGED 4750V *Internship in Ag Education (3 6 hrs)
 ___ AGED 4750V *Internship in Ag Education (6 hrs)
 ___ AGED 48403 Methods in Agricultural Laboratories
 ___ CIED 30203 Survey of Exceptionalities OR
 ___ ~~CIED 4023 Teaching in Inclusive Secondary Settings~~
 ___ CIED 30303 Classroom Learning Theory
 *Internships will be taken in two consecutive semesters

General Electives 21 27 hrs

Recommended Electives
 Choose 6 hours from
 ___ ASTM 21203 Metals and Welding
 ___ ASTM 31002/31001 Small Power Units/Turf Equipment
 ___ ASTM 31703 Electricity in Ag
 Choose 6 hours from
 ___ CSES 12003 Intro to Plant Science
 ___ CSES 21003 Crop Science
 ___ CSES 22003 Soil Science
 Choose 6 hours from
 ___ HORT 11003 Plants in Home Environment
 ___ HORT 20003 Principles of Horticulture
 ___ HORT Elective
 Choose 6 hours from
 ___ ANSC 10303 Introductory Animal Sciences³
 ___ ANSC 32103 Behavior of Domestic Animals
 ___ ANSC 31303 Animal Breeding and Genetics

OTHER REQUIREMENTS FOR A B.S.A. DEGREE
 120 Total hours of which:
 9 hours outside of AECT department but within Bumpers College
 40 hours must be 3000/4000 level courses
 Minimum GPA of 2.0
¹UNIV 1001 is required for new freshmen or transfer with less than 24 hours
²See student degree audit for approved course list
³ANSC 1033 cannot be used to meet both core and general electives

ADDITIONAL REQUIREMENTS FOR INITIAL LICENSURE

Date Completed

___ Obtain a "C" or better in the following pre-education courses: AGED 11203, CIED 30203/~~CIED 4023~~, and CIED 30303.

___ Obtain a "C" or better in concentration education courses: AGED 31303, ~~AGED 4213~~, AGED 31603, AGED 42303, AGED 48403, and AGED 4750V.

___ Complete and submit the online application to teacher education through the university-wide Office of Teacher Education and pay the Teacher Education Application Fee. Apply to the Office of Teacher Education by Jan. 15 prior to the fall semester of the junior year. For more information, contact the Teacher Education Office in GRAD 336. Complete degree with a cumulative GPA of 2.5 or higher. The degree must be posted to your University of Arkansas transcript at the Registrar's Office prior to certification. For more information, please contact the Office of Teacher Education in Peabody Hall (PEAH) 109.

___ Obtain departmental clearance for GPA requirements, course work requirements, an interview, and/or other requirements. Obtain clearance through an Arkansas Department of Education background check. Note: Another background check will be required prior to graduation in order to be eligible for licensure.

___ Student is aware that he/she is responsible for meeting enrollment requirements for any scholarships received and is responsible for enrolling in the proper number of hours to meet graduation requirements.

NOTE: OTHER CERTIFICATION REQUIREMENTS

___ Pass Pedagogy Assessment during Internship (Minimum: Average of 2.0 or better on each TESS for Aspiring Teacher rubric domain)

___ Subject Matter Test Agriculture
Test Code 5701
Minimum Score 134

___ Criminal Background Check

ii Provide a revised [curriculum matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable.

Agriculture 7-12	Course Alignment with ADE Content Competencies														
	AGED 11203	AGED 31303	AGED 31603	AGED 48403	AGED 42303	AGED 4750V	AGLE 31503	CIED 30203	CIED 30303	ASTM 16103	ANSC 10303	AGEC 11003	FDESC 2603	ENSC 10003	HORT 20003
Standard 1: Pedagogical Content Knowledge															
1.1		x		x	x	x									
1.2		x		x	x	x			x						
Standard 2: Agricultural Content Knowledge															
2.1												x			
2.2															
2.3													x		
2.4														x	
2.5															x
2.6										x					
2.7	x			x			x								
Standard 3: Program Planning															
3.1			x		x	x									
3.2			x			x									
3.3			x	x		x									
3.4			x			x									
3.5			x	x		x									
3.6			x	x		x									
Standard 4: Diversity															
4.1	x	x	x	x		x		x							
4.2								x							
4.3		x						x							
4.4								x							
4.5		x						x							
4.6		x						x							
4.7								x							
4.8		x						x							
Standard 5: Professionalism															
5.1								x							
5.2								x							
5.3								x	x						
Standard 6: Personal Development															
6.1	x	x	x	x	x	x	x	x	x						
6.2	x	x	x	x	x	x	x	x	x						
6.3	x	x	x	x	x	x	x	x	x						
6.4	x	x	x	x	x	x	x	x	x						
6.5	x	x	x	x	x	x	x	x	x						

iii Provide a revised Arkansas Teaching Standards [matrix](#) for first-time licensure programs documenting how the [Arkansas Teaching Standards](#) are covered in the program of study.

All Licensure Areas	AGED 11203	AGED 31303	AGED 31603	AGED 42303	AGED 48403	CIED 30303	CIED 30203	AGED 4750V
Standard #1 Learner Development		X	X	X	X	X	x	X
Standard #2 Learning Differences		X	X	X	X	X	x	X
Standard #3 Learning Environments		X		X	X	X	x	X

Standard #4 Content Knowledge	X	X	X	X	X		x	X
Standard #5 Application of Content	X	X	X	X	X		x	X
Standard #6 Assessment		X	X	X	X		x	X
Standard #7 Planning for Instruction		X	X	X			x	X
Standard # 8 Instructional Strategies		X			X		x	X
Standard #9 Professional Learning and Ethical Practice		X	X	X		X		X
Standard #10: Leadership and Collaboration	X			X				X

iv. Our programs use the TESS for Aspiring Teachers rubric for our programs of study. The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment is completed by university supervisors at the end of the first residency and two times during the second residency. This creates three evaluations of the candidates' performance relevant to the aspiring teacher rubric by the university supervisor. In addition, teacher candidates self-assess their readiness using this rubric, and mentor teachers assess interns using this rubric.

v. Provide syllabi that include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.

- The two syllabi provided are for AGED 4750V and AGED 31603

Note: Students pursuing licensure in Agriculture (7-12) will take six credit hours of AGED 4750V during their first semester of residency and nine credit hours of 4750V during their second semester of residency. The One-Year Residency Handbook with an Agricultural Education specific appendix will serve as the syllabus for each of the two residencies (see below).

Agricultural Education Residency Appendix

This appendix to the University of Arkansas [One-Year Supervised Residency Handbook - DRAFT](#) serves as the syllabi for students seeking initial certification in Agriculture (7-12) during Residency 1 and Residency 2.

Course Description

The residency courses are designed to provide Agricultural Education students with various opportunities to practice implementation of planning, instruction, classroom and program management, and assessment of learning in real-world secondary school settings under the supervision of a qualified mentor teacher.

Arkansas State Competencies Met through Residencies One and Two:

Arkansas Educator Competencies

- Standard 1: Pedagogical Content Knowledge
- Standard 2: Agricultural Content Knowledge
- Standard 3: Program Planning
- Standard 4: Diversity
- Standard 5: Professionalism
- Standard 6: Personal Development

Arkansas Teaching Standards

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

Requirements for Residencies One and Two:

Residency One (AGED 4750V – 6 credit hours)

Assignments to be completed:

- Educator Disposition Assessment – Prior to each observation visit
- Classroom Management Plan – End of week two
- Video Reflection Journal – By 5pm every Friday
- Résumé – Midsemester seminar
- Teaching Philosophy – Midsemester seminar
- ILPPA – End of semester
- Mock interview Feedback Form – End of semester
- Classroom Management Reflection – End of Semester
- Time Log – End of Semester

Residency Two (AGED 4750V – 9 credit hours)

Assignments to be completed:

- Internship Experience Plan – (with mentor) first week
- Teaching Calendar – (with mentor) first week
- Video Reflection Journal – By 5pm every Friday
- Teaching Internship Weekly Evaluation Form – (with mentor) weekly
- Pre-observation Worksheet – 3 days before each visit
- Lesson Plans – End of semester
- Cooperating Teacher Summative Evaluation – End of semester
- Time Log – End of Semester



AGED 31603

Curriculum Development

Fall 2025

Instructors

Christopher M. Estep, PhD, Associate Professor
AECT Department
Office: AFLS E111
Phone: 479-575-2037
Email: estep@uark.edu
Office Hours: T, Th 1:00 p.m. – 4:00 p.m.

Time and Location

TBD

Course Description

To supply students with the necessary information and skills to select and apply appropriate teaching techniques, curricula, resources, and assessment strategies when designing a course in career and technical education.

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the role of Agricultural Education in the broader curricula.
2. Explain the significance and relevance of the Code of Ethics for Arkansas Educators.
3. Create a plan that connects the Agricultural Education Program with the community.
4. Develop a scope and sequence of courses for an Agricultural Education Program.
5. Create course syllabi.
6. Develop a unit of instruction.
7. Assess student learning through multiple methods.

Arkansas Teaching Competencies

Arkansas Teaching Standards

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge
- Standard 5: Application of Content
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies
- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

Arkansas Educator Competencies

- Standard 1: Pedagogical Content Knowledge
- Standard 2: Agricultural Content Knowledge
- Standard 3: Program Planning
- Standard 4: Diversity
- Standard 5: Professionalism
- Standard 6: Personal Development

Required Texts

Course readings will be assigned by the instructor. They will be made available via the Blackboard course management system.

DESCRIPTION OF COURSE ASSIGNMENTS

School & Community Profile

The purpose of this assignment is to aid you in assessing the needs of a school and associated community. Using all available resources, you will develop a profile for your assigned school and its community that can be used to assist in the curriculum development process. **This profile will be the foundation upon which all future assignments will be built.** The profile should contain: 1) school enrollment and demographic data; 2) school grade and standardized testing results; 3) city/school district demographics; 4) county demographics; 5) general description of the community and surrounding areas; 6) local industries and employers; 7) area agricultural statistics; and 8) teaching facilities/resources (school and non-school) available to the agriculture program.

School Instructional Program Plan

You may be asked by your administrator to develop a new pathway for your school; the purpose of this assignment is to help you understand the planning process from the program perspective. Based on the information you gathered in your School and Community profile, you will develop a School Instruction Program plan for period spanning four years, which outlines: 1) which career pathways will you offer under the AFNR career cluster; 2) what courses will be taught; and 3) a rationale for why each course was included. Assume you are creating this plan for a two-teacher program with each teaching 6 class periods a day; include the course load for each teacher.

Course Syllabi

The purpose of this assignment is to help you develop your skills in creating syllabi for your future courses. This is important because the syllabus is your "contract" with students and parents. You will create syllabi for 2 courses from your School Instructional Program Plan. Be sure to include: 1) course title; 2) your contact information; 3) a course description; 4) FFA and SAE description and expectations; 5) goals and objectives for the course; 6) grading and assessment activities; 7) classroom management policies; 8) a course topic sequence (schedule) including the Arkansas knowledge and skills. The syllabus should be in a format that you would give to students on the first day of class.

Curriculum Map/Scope and Sequence

The purpose of this assignment is to help you begin to understand the course planning process. It is important to understand the larger curricular picture and how all content fits into a course before you begin planning each daily lesson and activities. For this assignment you will prepare a curriculum map/scope and sequence for two courses from your School Instructional Program Plan (excluding Survey of Agriculture). Using the scope and sequence template provided, list each unit in order with a descriptive title, the associated knowledge and skills, and the number of days each unit will encompass. The total number of days in your scope and sequence should equal the number of days for the entire school year (consider a 190-day school year; four 9-week periods). All Arkansas knowledge and skills for each course should be met. Grading will be based on inclusion of all knowledge and skills; appropriate number of days for each unit; descriptive titles for each unit; and total number of days appropriate for a semester schedule. You will be required to use the AGED textbook library in AFLS E116 for one scope and sequence. For the second scope and sequence, you may use any other resources.

Curriculum Map/Scope and Sequence Reflection

The purpose of this assignment is for you to consider your thought processes (metacognition) regarding how you created your scope and sequences. It is important to be cognizant of your thoughts, as this can help you each time you plan. For this assignment, you will write a reflection paper to accompany your scope and sequences. Discuss the following: why you organized the course units as you did; your interpretation of the standards; what you hope students will gain from their participation in this course as it is planned; and, how this assignment will benefit you later as a professional agricultural science teacher. Reflection paper should be no longer than two double-spaced pages. Grading will be based on content included, completeness, organization, thoroughness of thought, grammar, and spelling.

Unit Plan

The purpose of this assignment is to help you strengthen your skills in unit planning. You will need to create a unit plan for one of the courses you used in the scope and sequence assignment. Your unit plan will be a unit of instruction related to a single topic in your course. It should include: 1) unit title; 2) unit

objectives; 3) all applicable Arkansas knowledge and skills; 4) assessment plan (formative and summative); 5) all content for complete lesson plans in outline form; 6) unit exam and answer key.

Unit Exam (included in Unit Plan)

The purpose of this assignment is to help you develop your skills in creating summative assessments. Develop an exam that follows the guidelines provided for unit exams. Your exam should be comprehensive enough to assess the learning objectives and be comprehensive for the entire unit. You must have 25 items on your exam – 15 multiple-choice, 5 matching, 3 short answer, and 2 essays.

Participation, Attendance, and other assignments

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the instructor, speakers, and other students, completing outside of class assignments and readings, and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

Course Assignments	Due	Points
School & Community Profile	9/18	100
School Instructional Program Plan	10/7	100
Course Syllabi	10/21	100
Curriculum Map/Scope and Sequence	11/13	150
Curriculum Map/Scope and Sequence Reflection	11/13	50
Unit Plan	12/4	300
Unit Exam	12/4	100
Participation and Attendance	Throughout	100

Grading Scale

A = 90-100%
B = 80-89%

C = 70-79%
D = 60-69%

F = below 60%

Attendance and Make-up Exams and Assignments

Students’ class attendance and participation are required. All assignments must be turned in at the beginning of class on the due date, and no emailed assignments will be accepted. Late work will be accepted with a 10% penalty per week. No assignments will be accepted after the last day of regularly scheduled classes, nor will extension of a due date be considered on the day an assignment is due. Students should contact the instructor or teaching assistant if they are expecting to be unable to meet a deadline. Incomplete grades will only be given in accordance with university policy and only if arrangements have been made with the instructor prior to the last day of regularly scheduled classes.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above-mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and

internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, please do so in a professional manner.

Artificial Intelligence Policy

Generative Artificial Intelligence (AI) has become very popular in recent years. AI can be a powerful tool, which can save time and help you generate ideas. However, there are several things to consider when using AI; the FEAL method can help you remember these.

F = Faster – will AI make your work faster?

E = Ethics – what are the ethical considerations of using AI? Should the work be your own original ideas?

A = Accuracy – is the information generated by AI accurate?

L = Learning – what learning will occur from using AI?

In this course you will be allowed to use generative AI to help you with assignments. When creating units of instruction or daily lesson plans, AI can help by saving you time and providing ideas for learning activities. However, it is your responsibility to ensure the accuracy of the content. Additionally, you would not take someone else's lesson plan and teach it without changing it to make it your own; I would expect you to not do the same with an AI-generated lesson plan. Please use AI ethically to help you; do not take the lazy way out and use it to create everything.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any educational field plagiarism harms the profession.

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

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://honesty.uark.edu>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Expectations

The purpose of this class is to help you become a professional in the agricultural, food, and natural resource sciences. The information and skills you learn in this course are designed to help you develop your expertise and professionalism. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.

- Be available before and after class, during office hours, and at other times (I have an open-door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd. I taught Agricultural Education courses for 7 years at Sul Ross State University in Alpine, TX

Copyrights

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets and lecture outlines. Materials may be downloaded or photocopied for personal use only and may not be given or sold to other individuals.

Inclement Weather

In the event of extremely hazardous weather, the University may announce that the inclement weather policy is in effect. You may call 575-7000 after 5:00am for announcements. Announcements are also made on the KAUF Radio (91.3 FM) as well as local radio and television stations. Students should be aware that this policy applies to university offices and support services and is not related to the schedule of classes. Students should consult directly with the instructor about this course.

Emergency Procedures

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

Severe Weather (Tornado Warning):

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

Violence/Active Shooter (CADD)

- **CALL** 911
- **AVOID** – If possible, self-evacuate to a safe area outside the building. Follow directions of police officers,
- **DENY** – Barricade the door with desk, chairs, bookcases or any items, and
- **DEFEND** – Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Student Support

The Jane B. Gearhart Full Circle Food Pantry is a student-led food assistance program, dedicated to serving students, staff, and faculty at the University of Arkansas with personal support through free non-perishable foods, fresh produce, and personal care items. Full Circle provides accessible food assistance along with volunteer opportunities year-round. For more information, visit <https://service.uark.edu/services/pantry> or email pantry@uark.edu.

Disability Accommodation

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to arrange for necessary classroom adjustments. Please note, you must first verify your

eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

AGED 31603 Course Calendar (subject to change)

Date	Topics/Learning Experiences	Readings/Due
8/19	Introductions – What is curriculum?	
8/21	How Ag Ed fits into the broader school curriculum	
8/26	Trends in Education	
8/28	The School and its Community	
9/2	Labor Day – No Classes	
9/4	How do I know which courses to teach?	
9/9	Educator Ethics (online class; link provided in Blackboard)	
9/11	AFNR Career Clusters and Pathways	
9/16	Unpacking the Standards – Knowledge and Skills	
9/18	Curriculum Mapping – Scope and Sequence	School & Community Profile
9/23	Curriculum Mapping – Scope and Sequence	
9/25	Developing syllabi	
9/30	What is a Unit of Instruction?	
10/2	The Unit Planning Process	
10/7	Creating a Unit of Instruction – Domains of Learning and Levels of Cognition	Instructional Plan
10/9	Creating a Unit of Instruction – Writing Educational Objectives	
10/14	Fall Break – No Classes	
10/16	Choosing and Assessing Curricular Materials	
10/21	National FFA Convention – TBD/Catch up	Syllabi
10/23	National FFA Convention – TBD/Catch up	
10/28	Assessing Student Learning – Purposes of assessment	
10/30	Assessing Student Learning – Summative and Formative	
11/4	Assessing Student Learning – Creating effective exam items	
11/6	Alternative Assessment Methods	
11/11	Creating and Using Rubrics	
11/13	Meeting the Needs of Diverse Learners	Scope & Sequence
11/18	Classroom Management – The Importance of Good Planning	
11/20	Being an Effective Ag Teacher	
11/25	Justifying your Extended Contract	
11/27	Thanksgiving Break – No Classes	
12/2	Being a Reflective Teacher	
12/4	Reflecting on the Semester and Your Learning	Unit Plan

Science of Reading Awareness is met in the CIED 30303 course.

Agriculture 7-12	Course Alignment with Foundations of Reading Competencies - Awareness Level
1. Science of Reading	CIED 30303
1.1	X
1.2	X
1.3	X

vi. No changes to common assessments being made.

b. Program Partnerships and One-Year Supervised Residency

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

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

to meet their grade band.

General Requirements for Traditional Programs:

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

Requirements of the Traditional Educator Preparation Programs:

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

she is supporting a teacher candidate.

iii. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.

iv. A copy of the MOU signed by districts can be find in Appendix A. The MOU includes:

- a. Goals of partnership
- b. Responsibilities of the district
- c. Responsibilities of the EPP
- d. Joint responsibilities
- e. Timelines/Schedules for walk-throughs, meetings, and other communications

v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:

a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).

b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](#), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).

c. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.

d. The Aspiring teacher permit experience shall take place in a public-school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

c. Transition to DLT Format – Not Applicable

i Submit a rationale for the transition.

ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.

iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.

iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes

v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

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

d. Changes to Policies Overseeing Candidate Quality

i No changes will be made to entry requirements. Students are defined as teacher candidates once they have been officially admitted into their teacher education program. This typically occurs during the sophomore year for undergraduate programs.

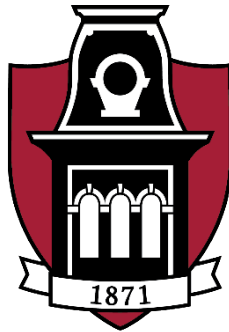
ii No changes will be made to retention procedures.

iii A candidate is a successful program completer once they have graduated from their program. All candidates must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has been conferred and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

5. Transition Plan

The transition plan for Agricultural Education is as follows:

- Students with anticipated graduation dates of Spring 2026 or earlier will follow the current program of study.
- Students with an anticipated graduation date of Spring 2027 will transition into the proposed program of study during the Fall 2025 semester. This transition will include enrolling in the new AGED 31603 course during Fall 2025, followed by enrolling in AGED 475V (6 sch) Internship in Ag Education during Fall 2026 and AGED 475V (9 sch) Internship in Ag Education during Spring 2027. All students with graduation dates later than Spring 2027 will be on the newly proposed program of study.



UNIVERSITY OF ARKANSAS®

Agreement

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

University of Arkansas

And School District Name

Effective October 2023

AGREEMENT

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

Term of Agreement

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

Full-Time Internship Placements

1. The University will:

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

2. District will:

- a. Provide a list of potential mentor teachers to the University when requested.
- b. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
- c. Provide classroom space, staffing, materials and necessary access to facilities for the completion of the intern’s educational experiences.

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

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

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

Practicum and Observation Placements

1. The University will:

- a. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
- b. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
- c. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

2. District will:

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

3. Shared Expectations of UA and District Regarding Practicums and Observations:

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

Shared Expectations for All Student Placements

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

3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

Aspiring Teacher Permit Applicants

1. The University will:

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

2. The University instructional supervisor will:

- a. Clarify the internship procedures and expectations to the intern and the mentor teacher.
- b. Establish and maintain correspondence and regular visits with designated building.
- c. Visit the designated building at least twice.
- d. Time the visits to designated building to provide the greatest feedback.
- e. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
- f. Keep records of weekly and final evaluations and lesson plans for the internship.
- g. Be responsible for filing paperwork with the University upon completion of the internship.

3. Springdale Public Schools will:

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

4. The mentor teacher/lead teacher will:

- a. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
- b. Review the internship manual and other paperwork from the University.
- c. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
- d. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
- e. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
- f. Complete weekly performance ratings and forward them to the University instructional supervisor.
- g. Explain teaching methods and why they are used.
- h. Immediately communicate any problems or concerns to the University instructional supervisor.
- i. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
- j. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

Mentor Teacher Compensation

1. The University will:

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

2. District will:

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

Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.

2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student's academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school district, and/or the district's contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.
5. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

Sexual Harassment

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

Additional obligations of District:

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

General Provisions

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

or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers' Compensation. Supervising faculty from the University are employees of UA and are covered accordingly under Workers' Compensation.

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

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

UNIVERSITY:

DISTRICT:

Acknowledged by:

Approved and Accepted by:

BOARD OF TRUSTEES OF THE
UNIVERSITY OF ARKANSAS ACTING
FOR AND ON BEHALF OF THE
UNIVERSITY OF ARKANSAS,
FAYETTEVILLE

by _____
(Signature)

by _____
(Signature)

JL Jennings

(Printed Name)

(Printed Name)

Director of Field Placement

(Title)

(Title)

(Date)

(Date)

by _____
Associate Dean for Administration
College of Education and Health Professions
University of Arkansas

(Date)

Approved by:

by _____
Provost and Executive Vice Chancellor for
Academic Affairs
University of Arkansas

(Date)

Please name the contact person responsible for carrying out this agreement for the District:

Name: _____

Position: _____

Phone: _____ Email: _____