

University of North Texas at Dallas
Academic Council Minutes
April 30, 2024, 3:00pm

Voting Members

Dr. Mario Casa de Calvo, *Interim Dean, School of Liberal Arts & Sciences*
Dr. Richard Chandler, *Faculty Senate Vice President*
Krystal Deckard, *SGA Vice President*
Felecia Epps, J.D., *Dean, College of Law*
Dr. Jason Garrett, *Dean, School of Business*
Dr. Constance Lacy, *Dean, School of Human Services*
Dr. Christine Remley, *Dean, School of Education*
Brenda Robertson, *University Librarian*
Dr. Ali Shaqlaih, *Dean, Graduate School*
Veronica Viesca, *Director, Academic Advising*

Non-Voting Members

Dr. Sara Baber, *Director of Distance Learning*
Dr. Kimberly Chandler, *Associate Vice President, Strategy and Effectiveness*
Luis Franco, *Executive Director of Undergraduate Admissions & Recruitment, and AVP for Enrollment Mgmt*
Garrick Hildebrand, *Director of Financial Aid*
Jamie Lee, *University Registrar*
Dr. Dawn Sales, *Assistant Provost*
Dr. Betty H. Stewart, *Provost, and EVP for Academic Affairs*
Jill da Silva, *Staff Council Representative*

Other Invitees

Matthew Babcock, *Associate Professor, School of Liberal Arts and Sciences*
Aaron Bartula, *Associate Professor, School of Liberal Arts and Sciences*
Richard Chandler, *Associate Professor, School of Liberal Arts and Sciences*
Noureen Khan, *Professor, School of Liberal Arts and Sciences*
Gabe Otteson, *Lecturer, School of Liberal Arts and Sciences*
Marco Shappeck, *Professor, School of Liberal Arts and Sciences*
Julie Southward, *Assistant Professor, School of Education*
Robert Tinajero, *Associate Professor, School of Liberal Arts and Sciences*

- I. Call to Order
- II. Welcome and Introductions
- III. Old Business

With there being no Old Business to discuss, the Council moved on to New Business.

IV. New Business

- A. Approval of minutes – March 26, 2024

Dean Shaqlaih made a motion to approve the March 2024 minutes. Dean Lacy moved to second it. All in favor and none opposed. Motion passed with ten of ten voting. (closed)

- B. Proposed Changes to Catalogs for Academic Certificates (*Dr. Dawn Sales*) (Appendix I)

Dean Shaqlaih made a motion to approve the proposed catalog changes. Dean Lacy moved to second it. Nine in favor and one opposed. Motion passed with ten of ten voting. (closed)

- C. Program Modality Changes (*Dr. Kimberly Chandler*) (Appendix II)

The program modality changes were brought to the attention of Academic Council by Dr. Chandler as information only.

- D. New Course Requests (*School of Education*)

EDUC 4398 (Clinical 1 Residency)

Effective: AY 2024-25

Department: Teacher Education and Administration

Credit Hours: 3

Prerequisite: Must be admitted to the School of Education Teacher Residency program.

Additional information: The Clinical 1 Teacher Residency course will be an addition to the Teacher Education Clinical Program. Teacher Candidates will be able to choose the Teacher Residency Clinical Program or the traditional Clinical Program for completing the required student teaching obligations. Participating Teacher Residents will be considered Dallas ISD employees, earning a monthly income along with health and retirement benefits. The traditional clinical program is not a paid program and does not require employment with Dallas ISD. The Clinical I requires all teacher candidates to have completed all course work and passed all required core TExES exams. The Teacher Residency program follows the same eligibility requirements as the traditional Clinical I program. The Residency program will include the same course offerings and performance expectations as all senior-level classes. The proposed program will include senior-level methods courses that prepare our teacher candidates for entering the classroom. These methods courses include classroom observations hours, face-to-face classroom experience, and capstone projects. Provides alignment with State Board of Educator Certification

All proposed changes are marked as such:
New items are emboldened and underlined
Deleted items are marked with a strikethrough line
Justifications or clarifications are italicized.

(SBEC) standards and competencies of the Texas Education Agency (TEA) for teacher preparation through student teaching. This three (3) credits course provides opportunities for inquiry, research, reflection, problem solving, and peer collaboration. The Clinical I Residency semester occurs when teacher candidates have passed all required exams and successfully completed all required pre-clinical coursework. During this semester, Teacher Residents will work as paid Dallas ISD employees in a single assigned school site following the Co-Operating Teacher's daily schedule. Teacher Residents will complete field experience observations in a research-based, co-teaching model, developing their own depth of knowledge and classroom practice critical to ensuring K-12 student achievement.

Course Description: Student teaching under supervision in EC-6, Special Education, Bilingual Education, English as Second Language, grades 4-8 and/or Grades 7-12. The aim of Clinical I Residency is to immerse teacher candidates in a research-based co-teaching model with meaningful classroom practice developing depth of knowledge and practice critical to successful teaching and learning ensuring K-12 student achievement.

EDUC 4399 (Clinical 2 Residency)

Effective: AY 2024-25

Department: Teacher Education and Administration

Credit Hours: 3

Prerequisite: Must be admitted to the School of Education Residency program and success completion of Clinical I Residency.

Additional information: The Clinical II Teacher Residency course is a continuation of the Teacher Residency program and an addition to the Teacher Education Clinical Program. Participating Teacher Residents will be considered Dallas ISD employees, earning a monthly income along with health and retirement benefits. The traditional clinical program is not a paid program and does not require employment with Dallas ISD. The Clinical II program requires all teacher candidates to have completed all course work and passed all required core TExES exams. The Teacher Residency program follows the same eligibility requirements as the traditional Clinical II program. This course provides alignment with State Board of Educator Certification (SBEC) standards and competencies of the Texas Education Agency (TEA) for teacher preparation through student teaching. The course provides opportunities for inquiry, research, reflection, problem solving, and peer collaboration. The Clinical II Residency semester is the final semester of student teaching. During this semester, the Teacher Residents will continue to work as paid Dallas ISD employees in the same assigned school site and follow the Cooperating Teacher's daily schedule to complete field experience observations and student teaching requirements. Clinical II Teacher Residents are expected to demonstrate an ability to manage classrooms, analyze student work, and develop lesson plans that reflect a depth of knowledge that ensures K-12 student achievement.

Course Description: Student teaching under supervision in EC-6, Special Education, Bilingual Education, English as Second Language, grades 4-8 and/or Grades 7-12. The aim of Clinical II Residency is a continuation of Teacher Residents participation in a research-based co-teaching model with meaningful classroom practice developing depth of knowledge and practice

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critical to successful teaching and learning ensuring K-12 student achievement.

Dean Remley made a motion to approve the new course requests. Dean Garrett moved to second it. All in favor and none opposed. Motion passed with ten of ten voting. (closed)

E. New Course Requests (*School of Liberal Arts and Sciences*)

COMM 4353 (Media and Communication Law)

Effective: AY 2024-25

Department: Communication and Digital Media

Credit Hours: 3

Prerequisite: COMM 1010 or COMM 2030 with a C or better.

Additional Information: The course name, number, and description currently listed in the catalog - COMM 3332 Communication Law - was carried over from Denton but hasn't been taught at this institution. Comm law and regulation is an existing gap in our program offerings compared to similar Communication programs offered elsewhere. The course discusses the evolution in America of important concepts such as free speech, fair use, copyright, and obscenity/indecency and combines case law and theory. Students will demonstrate mastery over course material by applying course materials to argue and decide a fictionalized case based on current issues. Students will also be applying their understanding of these issues creatively by creating an explainer-style video explaining in understandable language, a chosen aspect of course content.

Course Description: Study of contemporary communication law, with a focus on strategic communication and new media issues. Topics may include freedom of speech and press, corporate and commercial speech, media rights management, intellectual property, libel, and freedom of information.

LING 1340 (Deaf History, Language and Culture)

Effective: AY 2024-25

Department: Languages, Linguistics and Rhetoric

Credit Hours: 3

Additional Information: LING 1340 offers a unique and invaluable contribution to academic programs offered on campus by fostering a deeper understanding of deaf experiences, identities, and contributions within a broader historical and cultural context. Students will gain insights into the diverse ways in which deaf individuals navigate societal attitudes, linguistic diversity, and community dynamics. Moreover, this course provides a platform for critical engagement with issues of social justice, accessibility, and inclusivity, offering students the opportunity to develop empathy, cultural competence, and a nuanced understanding of the complexities of human diversity. As such, it not only enhances students' academic knowledge but also equips them with valuable insights and skills relevant to various fields, including education, linguistics, sociology, and healthcare, ultimately contributing to a more inclusive and equitable society.

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Course Description: This course offers a comprehensive examination of deaf history, language, and culture, spanning from the enlightenment to contemporary discourses. Significant historical developments in American Sign Language and the complexities of deaf identity are explored within broader societal contexts.

MATH 1103 (Fundamentals of Mathematics with Applications)

Effective: AY 2024-25

Department: Mathematics

Credit Hours: 1

Prerequisite: Student's Math score between 336-349 on TSI test or 910-949 on TSIA2 test and placement Level 4-5 on the diagnostic test.

Additional Information: This course is currently offered as a 3-credit course, Math 1303. As part of its grant agreement with THECB, UNT Dallas must offer students assessed at diagnostic levels 4 & 5 the opportunity to enroll in math developmental education (DE) credits less than 3 hours (reduced DE work). To meet this need, the mathematics department has agreed to offer this population a one-credit-hour course, Math 1103. Despite having the same curriculum as Math 1303, this 1-credit course is specifically tailored to address the needs of students assessed at levels 4 and 5. Math 1103 focuses on providing targeted interventions and additional support to ensure these students have a solid math foundation and are adequately prepared for college-level coursework. This course is currently offered as a 3-credit course, Math 1303.

Course Description: Topics include basic algebraic operations; linear equations and inequalities; lines in the coordinate plane; sets and logic; counting and probability; functions, graphs and modeling. Formerly MATH 1000R.

MATH 1105 (Fundamentals of Algebra)

Effective: AY 2024-25

Department: Mathematics

Credit Hours: 1

Prerequisite: Student's Math score between 336-349 on TSI test or 910-949 on TSIA2 test and placement Level 4-5 on the diagnostic test.

Additional Information: This course is currently offered as a 3-credit course, Math 1305. As part of its grant agreement with THECB, UNT Dallas must offer students assessed at levels 4 and 5 the opportunity to enroll in math developmental education credits less than 3 hours. To meet this need, the mathematics department has agreed to offer this population a one-credit-hour course, Math 1105. Despite having the same curriculum as Math 1305, the 1-credit course is specifically tailored to address the needs of students assessed at levels 4 and 5. Math 1105 focuses on providing targeted interventions and additional support to ensure these students have a solid math foundation and are adequately prepared for college-level coursework.

Course Description: Basic algebraic operations, linear equations and inequalities, polynomials, rational expressions, factoring, exponents and radicals, and quadratic equations. Formerly known as MATH1010.

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Interim Dean Casa de Calvo made a motion to approve the new course requests. Dean Lacy moved to second it. All in favor and none opposed. Motion passed with ten of ten voting. (closed)

F. Course Change Requests (*School of Liberal Arts and Sciences*)

CJUS 3360 (Anthropological Criminalists)

Change Effective: AY 24-25

Change: Long and Short Title

Additional information: The request for a course name change is being submitted to better position with the field of Forensics. Forensics is an integral term within the criminal justice system. Further, this is a required course for the Forensics minor at UNTD (an interdisciplinary minor between the departments of Criminal Justice and Sociology and Biology). This name change will align the course title to the minor. Finally, the name change will remove any ambiguity for prospective students interested in the minor.

New Long and Short Title: Forensic Anthropology

ENGL 1313 (Computer Assisted College Writing I)

Change Effective: AY 24-25

Change: Long Title

Additional information: Having "Computer Assisted" in the title is outdated and a vast majority of our sections of ENGL 1313 do not take place in a computer lab. "Computer Assisted" is not common as part of the title of this course at most institutions.

New Long Title: College Writing I

ENGL 1323 (Computer Assisted College Writing II)

Change Effective: AY 24-25

Change: Long Title

Additional information: Having "Computer Assisted" in the title is outdated and a vast majority of our sections of ENGL 1323 do not take place in a computer lab. "Computer Assisted" is not common as part of the title of this course at most institutions.

New Long Title: College Writing II

ENGL 2344 (Rhetoric and Society)

Change Effective: AY 24-25

Change: Course Level

*Additional information: Two new academic readings have been added to the course. Both are graduate-level readings: "A Genealogy of Modern Racism" by Cornel West and the introduction to the book *The Rhetorical Tradition*. The addition of course blogging will have students write seven*

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blog essays throughout the semester connected to course material. We have been reformulating our "curriculum map" so that we can better sequence the support we provide as students move through our program. We are responding to feedback that was given to us by Advising and the Office of the Provost regarding the minimum number of upper-level courses in our degree plan. As of now, a student could take all our recommended courses and still fall short of this degree requirement.

Level Change: 1000-2000 to 3000-4000

ENGL 2377 (Introduction to Rhetorical Studies)

Change Effective: AY 24-25

Change: Course Level

Additional information: The addition of four new academic articles: Swales, John (2011). "The Concept of Discourse Community"; Lloyd Bitzer, (1968) "The Rhetorical Situation"; Leith, S. (2011) "You are Talkin' to Me? Rhetoric from Aristotle to Obama"; Royster, Jacqueline. "Disciplinary Landscaping, or Contemporary Challenges in the History of Rhetoric". The addition of a student blog which will have students write eight blog essays throughout the semester connected to course content. We have been reformulating our "curriculum map" so that we can better sequence the support we provide as students move through our program. We are responding to feedback that was given to us by Advising and the Office of the Provost regarding the minimum number of upper-level courses in our degree plan. As of now, a student could take all our recommended courses and still fall short of this degree requirement.

Level Change: 1000-2000 to 3000-4000

UGRW 1200 (Developmental Undergraduate Reading and Writing)

Change Effective: AY 24-25

Change: Course Semester Credit Hours

Additional information: While all students who take UGRW have been deemed not college-ready in reading and writing based on their TSIA2 scores, there is variance in the level that students are at. Some students have very low scores and thus need to be placed in the 3-hour UGRW course while other students are very close to passing the TSIA2 exam and only need the 1-hour UGRW course. Much of this is connected to a grant received by Drs. Khan and Farlough-Rollins that is studying developmental education and the implementation of tiered developmental education sections. We want to create the option to offer UGRW as a 1-hour course or 3-hour course and students will be placed in the appropriate one based on their scores on TSIA2 and other factors.

New Course Semester Credit Hours: 1 or 3 (variable)

Interim Dean Casa de Calvo made a motion to approve the course change requests. Dean Shaqlaih moved to second it. All in favor and none opposed. Motion passed with ten of ten voting. (closed)

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G. Program Change Requests (*School of Liberal Arts and Sciences*)

History (BA) with 7-12 History Certification

Change effective: AY 2024-25

Change: Required Courses

Additional Information: The School of Education has requested that the Education courses required for 7-12 History certification be changed as delineated in the attached Undergraduate Catalog Degree Requirements Worksheet. The reason for the changes is that they are no longer offering certain previously required courses and are replacing them with new ones. Additional UNTD degree requirements: Certification GPA 2.75 or higher with a C or better in all Certification Courses

Change in Required Courses:

Add the following courses:

EDUC 1301 – Introduction to Teaching Profession

EDUC 2301 – Special Populations

EDUC 3330 – Educational Psychology

EDUC 3340 – Assessment in Education

EDSP 3310 – Educating Students with Disabilities

EDUC 4345 – Classroom Management

Remove the following courses:

DFST 1013 – Human Development

EDUC 3320 – Foundations of Education

EDUC 4300- Classroom Management

EDRE 4850 – Assessment and Evaluation of Reading

EDSE 4840 – Instructional Strategies and Classroom Management

EDSP 2310 – Introduction to Individuals with Disabilities

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Math BA 7-12

Change effective: AY 2024-25

Change: Required Courses

Additional Information: The School of Education has asked that the required courses list for a student to obtain Secondary Teaching Certification be changed to reflect the new curriculum they have developed. The MATH Field of Study has been terminated and so we have some additional flexibility in the course offerings. A specific requirement for a lab science had been included to be in compliance with the FOS. This is no longer necessary. Most students are already taking a lab science course as part of the core. The foreign language requirement has been removed to make room for additional SOE courses. We consulted with Languages on this specific change last year, but the overall changes we proposed to the entire degree plan were rejected and so this piece did not move forward.

Change in Required Courses:

Add the following courses:

EDUC 1301 – Introduction to the Teaching Profession

EDUC 2301- Special Populations

EDUC 3330 – Education Psychology

EDUC 3340 – Assessment in Education

EDUC 4345 – Classroom Management

EDSP 3310 – Educating Students with Disabilities

EDBE 3470 – Foundations of Bilingual and ESL Education

Remove the following courses:

DFST 1013 - Human Development

EDUC 3320 - Foundations of Education

EDBE 3480 - Bilingualism and Multiculturalism for English Language Learning: Issues and Perspectives

EDRE 4360 - Content Area Reading in Secondary Schools

EDUC 4340 - Classroom Management and Instructional Assessment

EDME 4351 - Teaching Mathematics in Grades 4-8

Interim Dean Casa de Calvo made a motion to approve the program change requests. Dean Remley moved to second it. All in favor and none opposed. Motion passed with ten of ten voting. (closed)

V. Adjourned at 3:49 p.m.

Respectfully submitted May 7, 2024

Laila Mertz

Executive Assistant to Provost and EVP of Academic Affairs

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