

**University of North Texas at Dallas**  
**Academic Council Minutes**  
February 27, 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*  
Dr. Taj Cobbs, represented Veronica Viesca as a voting member for Academic Advising

**Absent:**

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**

Steven Arxer, *Professor, School of Liberal Arts and Sciences*  
Matthew Babcock, *Associate Professor, School of Liberal Arts and Sciences*  
Walter Borges, *Associate Professor, School of Liberal Arts and Sciences*  
Shelia Brown, *Lecturer, School of Education*  
Anthony Chaney, *Lecturer, School of Liberal Arts and Sciences*  
Eric Coleman, *Senior Lecturer, School of Liberal Arts and Sciences*  
Syeda Jesmin, *Professor, School of Liberal Arts and Sciences*  
Gwen Johnson, *Associate Professor, School of Education*  
Victor Lozada, *Assistant Professor, School of Education*  
Michael Noyes, *Lecturer, School of Liberal Arts and Sciences*  
Cynthia Rodriguez, *Assistant Professor School of Education*  
Mark Stanley, *Senior Lecturer, School of Liberal Arts and Sciences*  
Patsy Sosa-Sanchez, *Assistant Professor, School of Education*  
Julie Southward, *Assistant Professor, School of Education*  
Roberto Tinajero, *Associate Professor, School of Liberal Arts and Sciences*  
Janice Upshaw, *Associate Professor, School of Liberal Arts and Sciences*  
Muhammad Yousufuddin, *Associate Professor, School of Liberal Arts and Sciences*

I. Call to Order

II. Welcome and Introductions

III. Old Business

A. Course Change Request (*School of Liberal Arts and Sciences*) (11.30.2023 Meeting)

PSYC 3360 (Adolescent Psychology)

Change effective: AY 2023-24

Change: Prerequisites

*Additional information: The Psychology Department is trying to give Education students access to important content for their discipline (i.e. PSYC 3360 Adolescent Psychology) without having to take an extra course (PSYC 1100 Introduction to Psychology) outside of their major. This is especially important for Education students, who do not have many extra electives in their degree plans.*

*Current Prerequisite: PSYC 1100*

*Proposed Prerequisite: PSYC 1100 or EDUC 3330*

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

IV. New Business

A. Approval of minutes – January 23, 2024

***Dean Shaqlaih made a motion to approve the January 2024 minutes. Interim Dean Casa de Calvo moved to second it. All in favor and none opposed. Motion passed with ten of ten voting. (closed)***

B. Grade Appeal Policy Revision (*Dr. Dawn Sales*) (Appendix I)

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

C. New Course Request (*School of Liberal Arts and Sciences*)

HIST 3360 (African American History to 1877)

Effective: AY 2024-25

Department: History

Credit Hours: 3

Prerequisites: HIST 2610, HIST 2620

*Additional information: To accommodate the degree-plan needs of students in the present and immediate future, we have determined that at least two upper-level courses should be offered every semester. Therefore, upper-level courses need to be added to the current program roster. Adding HIST 3360 meets this need. (a) One of the courses in the existing roster has been HIST 3340 African American History 1619 to the Present. This course has been a popular one and has met the interests of our particular student demographic. Student interest (b) warrants our plan to replace this course with two proposed courses, HIST 3360 African American History to 1877 and HIST 3362, African American History since 1877. This will*

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.

*allow us to expand our study of African American History over two semesters rather than one. By doubling the time we can devote to the topic, we can (c) add more depth, topics, persons, ideas, and events; and more materials, including book-length primary source readings to our course of study. Finally, (d) offering two semester-long courses in African American History into two semester-long course offerings which divide coverage chronologically at the Civil War (typically 1865) or the end of Reconstruction (our choice, 1876 or 1877) is common at colleges and universities in Texas and across the United States.*

*Course Description: This course will explore the economic, political, social, and cultural history of African Americans from 1619 to 1877. Major focuses include important events, people, ideas, and conflicts through three periods: American Slavery and the Transatlantic World, Civil War, and Reconstruction. Sources will include recent African American History scholarship as well as a variety of primary and additional secondary sources—letters, speeches, essays, images, videos, films, and podcasts.*

HIST 3362 (African American History since 1877)

Effective: AY 2024-25

Department: History

Credit Hours: 3

Prerequisites: HIST 2610, HIST 2620

*Additional information: The History Major came on board at UNTD in the fall of 2023. To accommodate the degree-plan needs of students in the present and immediate future, we have determined that at least two upper-level courses should be offered every semester. Therefore, upper-level courses need to be added to the current program roster. Adding HIST 3362 meets this need. (a) One of the courses in the existing roster has been HIST 3340 African American History 1619 to the Present. This course has been a popular one and has met the interests of our particular student demographic. Student interest (b) warrants our plan to replace this course with two proposed courses, HIST 3360 African American History to 1877 and HIST 3362, African American History since 1877. This will allow us to expand our study of African American History over two semesters rather than one. By doubling the time we can devote to the topic, we can (c) add more depth, topics, persons, ideas, and events; and more materials, including book-length primary source readings to our course of study. Finally, (d) offering two semester-long courses in African American History into two semester-long course offerings which divide coverage chronologically at the Civil War (typically 1865) or the end of Reconstruction (our choice, 1876 or 1877) is common at colleges and universities in Texas and across the United States.*

*Course Description: This class will explore the economic, political, social, and cultural history of African Americans from 1877 to the Present. Major focuses include important events, people, ideas, and conflicts through three periods: Segregation and Migration, The Black Freedom Movement, and Retrenchment and Resistance, Sources will include recent African American History scholarship as well as a variety of primary and additional secondary sources—letters, speeches, essays, images, videos, films, and podcasts.*

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CJUS 5325 (Mental Health Services and Corrections)

Effective: AY 2024-25

Department: Criminal Justice and Sociology

Credit Hours: 3

*Additional information: The new course, Mental Health Service and Corrections, will service the proposed new concentration in Justice and Mental Health Policy for the MSCJ degree. This class will serve as a required course in the new concentration in the graduate program. No co-requisites and no pre-requisites will be required to be flexible for the two degrees. As a graduate level course in mental health services and corrections, students will fulfill program learning outcomes by presenting students with contemporary, relevant, and empirically grounded discussions on current issues and policies impacting the mental health client and their involvement within the criminal justice corrections system (i.e., jails, prisons, probation, parole, re-entry...) In particular, the class will offer strategies and policies for professionals and practitioners in the criminal justice corrections system. Through the exploration of theory, evidence, and policy, students will learn about current trends in corrections and mental health policy. This viewpoint includes a shift in focus from individual-based explanations of mental health behaviors to correctional criminal justice programs appreciating the role of psychosocial and contextual factors, such as the influence of interpersonal, organizational, community, and policy levels. The course cycle is intended to be every other semester as the new program concentration launches and then offerings can ramp up to once a semester as enrollment increases. No cross listing is scheduled.*

*Course Description: This course will provide for a critical review of the mental health services offered to offender clients within an institutional correctional setting and a community corrections environment.*

CJUS 5326 (The Police Organization and Mental Health Policy)

Effective: AY 2024-25

Department: Criminal Justice and Sociology

Credit Hours: 3

*Additional information: The new course, CJUS 5326: The Police Organization and Mental Health Policy, will service the proposed new concentration in Justice and Mental Health Policy for the MSCJ degree. This non-clinical course will serve as a required course in the new concentration in the graduate program. No co-requisites and no pre-requisites will be required for this new concentration. As a graduate level course in this concentration students will fulfill program learning outcomes by presenting students with relevant and cutting-edge research and practices on current issues and policies impacting mental health of the law enforcement officers.*

*Course Description: This course will explore mental health issues experienced by law enforcement officers, and the effects of the broader societal context and the police organizational culture. Emphasis will be made on identifying and assessing appropriate policies, interventions and evidence-based programs and practices to address these issues.*

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CJUS 5327 (Justice and Community-Based Mental Health Policy)

Effective: AY 2024-25

Department: Criminal Justice and Sociology

Credit Hours: 3

*Additional information: The new course, Justice and Community-Based Mental Health Policy, will service the proposed new non-clinical and policy focused concentration in Justice and Mental Health Policy for the MSCJ degree. This class will serve as a required course in the new concentration in the graduate program. No co-requisites and no pre-requisites will be required to be flexible for the existing MSCJ. As a graduate level course in justice and community-based mental health policy, students will fulfill program learning outcomes by presenting students with contemporary, relevant, and empirically grounded discussions on current policy issues impacting justice- involved individuals with mental health needs. In particular, the class will offer community-based strategies and tools for professionals and practitioners in the criminal justice system. Through the exploration of theory, evidence, and policy, students will learn about current trends in the area of justice and mental health policy that focuses on a community-based strategies to achieve population-level change in risk behaviors and health in justice involved individuals. This viewpoint includes a change from individual-based explanations of mental health behaviors to justice programs appreciating the role of psychosocial and contextual factors, such as the influence of interpersonal, organizational, community, and policy levels. The course cycle is intended to be every other semester as the new program concentration launches and then offerings can ramp up to once a semester as enrollment increases. No cross listing is scheduled.*

*Course Description: Students in this course will examine community-based alternatives to conviction and imprisonment for justice-involved individuals with mental health needs. Special attention is given to discussing the justification offered in support of community-based alternatives. The course also reviews current empirical evidence and policy implications relevant to a community-based approach for justice-involved individuals with mental health needs.*

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

D. New Program Request (*School of Liberal Arts & Sciences*)

University Studies BA

Effective: AY 2024-25

Number of Credit Hours: 120

*Additional information: This program will replace the current BAAS for most students. (BAAS is an applied program designed for students with vocational/technical and ACE military credits--not general studies. BAAS will remain as an option for suitable candidates.) The new BA US will be a conventional interdisciplinary program for students in Liberal Arts, STEM, Education, and Business. UNTD does not have such a program in inventory which is why the BAAS has been used as a substitute. This poses a potential problem with SACS and THECB because BAAS was not intended for that purpose. The new BA US will provide our students with an additional degree option while solving oversight issues.*

*The BA US:*

*-can be used as a completer degree for students with a lot of disparate credit to obtain a degree who otherwise would not have.*

*-may be used as individualized program to better meet the needs of our students and promote higher education in our region.*

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*This will enable returning students with old credits to move into a program that better fits their personal and career goals with a minimum of expense of time and money.*

***Interim Dean Casa de Calvo made a motion to approve the new program request. Dr. Chandler moved to second it. All in favor and none opposed. Motion passed with ten of ten voting. (closed)***

E. Course Change Request (*School of Liberal Arts and Sciences*)

ENGL 2347 (Hip Hop Rhetoric)

Change effective: AY 2024-25

Change: Course Level 1000-2000 to 3000-4000

*Additional information: We would like to change ENGL 2347 to ENGL 3347. There are three main justifications for this change:*

*(1) Academic rigor has been raised with more focus on academic articles. Academic article additions that justify changing the course to 3000-level: "Hip-hop, identity, and conflict: Practices and transformations of a metropolitan culture" by Luca Benvenga in *Frontiers in Sociology**

*"Don't Hate Me Because I'm Beautiful": Black Masculinity and Alternative Embodiment in Rap Music" in the *Journal of Race, Gender, and Class**

*"Hip Hop and Religion: Gangsta Rap's Christian Rhetoric" in the *Journal of Religion and Popular Culture**

*"Hip Hop Rhetoric: Relandscaping the Rhetorical Tradition" in *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*.*

*All four readings have been added to the syllabus and will be part of the course content moving forward.*

*They are labeled as "Academic Articles" in the syllabus.*

*(2) We have been reformulating our "curriculum map" so that we can better sequence the support we provide as students move through our program.*

*(3) 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 of our recommended courses and still fall short of this degree requirement.*

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

F. Program Change Requests (*School of Liberal Arts & Sciences*)

Applied Arts and Science

Change effective: AY 2024-2025

Change: Program Name

*Additional information: Making this program name change will differentiate the program from the proposed BA in University Studies currently in the review process. It will eliminate duplication of "Applied Arts & Sciences" both in the degree name and program name on diplomas. (It will appear as it does on the attached catalog entry.) It will highlight the program acceptance of non-traditional college credits from technical schools, community colleges, and the military (ACE). There will be minor changes to the wording of the catalog entry. There will be no curricular changes to the program.*

*Proposed Name Change: Applied General Studies*

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BA in Biology with Life Science 7<sup>th</sup> – 12<sup>th</sup> Certificate

Change effective: AY 2024-2025

Change: Concentration/Track course(s) or elective(s)

*Additional information: The changes are being made to better align the track to the requirements for the Life Science certification. Some courses like EDSP 2310 will have a new course code so the requirements for the track need to be adjusted. Courses like EDUC 3330 and EDUC 3340 are new courses and are being developed specifically for this track, requiring a track change. And courses like CDFS 1013, EDUC 3320, and EDUC 4490 are being removed as the new courses align better with Life Science certification.*

*The following courses are being removed from the track requirements:*

*CDFS 1013*

*EDUC 3320*

*EDUC 4490*

*The following courses are being added:*

*EDUC 1301*

*EDUC 3330*

*EDUC 3340*

*The following course code is changing and will be added in its new code:*

*EDSP 2310 is being changed to EDSP 3310*

MS in Criminal Justice

Change effective: AY 2024-2025

Change: Concentration/Track course(s) or elective(s)

*Additional Information: The Department of Criminal Justice and Sociology proposes to establish a new and timely innovative concentration in Justice and Mental Health Policy that will be embedded into the existing Master of Science in Criminal Justice degree as an elective tract. This new concentration will be policy focused as it relates to the intersectionality of mental health, and its impacts on the various components of the criminal justice system. The following courses will encompass the 12-hour track in Justice and Mental Health Policy:*

*CJUS 5322      Mental Health and Criminal Justice*

*CJUS 5325      Mental Health Services and Corrections*

*CJUS 5326      The Police Organization and Mental Health Policy*

*CJUS 5327      Justice and Community Based Mental Health Policy*

*New Concentration: Justice and Mental Health Policy*

Public Leadership

Change effective: AY 2024-2025

Change: Program Name, Concentration/Track course(s) or elective(s)

*Additional Information: We are changing the name to better describe the type of degree offered. PLDR 5354 is currently a course taught in the Public Leadership Program. We have had requests from those in EMSA to offer the course as part of their concentration, as the emergency services field works with multiple agencies (both private and nonprofit) in responding to the needs of the community and citizens. We believe this will add to the EMSA student learning portfolio. PLDR 5354 is also offered during the summer and currently no EMSA elective courses are offered during the summer so this course could also serve to help students advance through their degree at a faster pace.*

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*Proposed Name Change: Public Leadership and Administration*  
*New Concentration elective: Add PLDR 5354 Public Private Partnerships as an elective to the EMSA concentration.*

Political Science Minor

Change effective: AY 2024-2025

Change: Required course(s) for the program

*Additional Information: PSCI fulltime faculty have voted to upgrade the rigor of the minor program for Political Science. The current 18-hour minor includes the two-course PSCI 1040/50 core courses, plus two advanced PSCI electives and two general PSCI electives. The use of the core sequence in the minor is inappropriate as all university graduates must complete this core requirement, and thus it is not a part of the major degree program. The new minor configuration would require taking the two 2000-level intro courses (one is a THECB-required element of Texas government degree programs), plus one advanced PSCI course from each of the four concentrations within the current program.*

*New Required Courses: PSCI 2304 Introduction to Politics and PSCI 230 Introduction to Political Science Research Methods (six credit hours). Four upper level (3000-4000) courses, one from each concentration in political science: American Government, International Relations and Comparative Government, Public Law and Public Policy, and Political Behavior. (12 hours)*

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

G. New Course Requests (*School of Education*)

EDUC 3330 (Educational Psychology)

Effective: AY 2024-2025

Department: Teacher Education and Administration

Number of credit hours: 3

Prerequisites: EDUC 1301, EDUC 2301

*Additional Information: Educational Psychology was added as a required education course for all pathways in order to better align with TEA requirements and competencies. The course will focus on theories and applications of educational psychology, including basic concepts in learning, cognition, development, and their applications to teaching and learning context. This is content that was previously underdeveloped in the program. This course is replacing EDUC 3320. The curriculum in this course is more relevant to needs of our students.*

*Course Description: Review of theories and applications of educational psychology; basic concepts in learning, cognition, development, and their applications to teaching and learning context.*

EDUC 3340 (Assessment in Education)

Effective: AY 2024-2025

Department: Teacher Education and Administration

Number of credit hours: 3

*Additional Information: Assessment in Education was added as a required course for all pathways in order to better align with TEA requirements and competencies. The course will focus on assessment strategies for the classroom, including assessment instruments and procedures. Students will design,*

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*administer, and interpret a variety of assessment measures, including professional, legal, and ethical responsibilities in assessments. There was no course in the program that addressed all of this content for all students.*

*Course Description: This course is designed to help students learn current practices and principles of assessment across the curriculum. Uses of assessment instruments and procedures will be studied. Students will learn measures to assess learners with special needs and linguistically and culturally different backgrounds, learn to design, administer, and interpret a variety of assessment measures, and discuss professional, legal, and ethical responsibilities in educational assessments.*

EDUC 4310 (Teaching English, Language Arts, and Reading, EC - 8)

Effective: AY 2024-2025

Department: Teacher Education and Administration

Number of credit hours: 3

*Additional Information: This ELAR methods course was designed to incorporate more of the necessary content for EC-8 classroom teachers, both self-contained and subject specific 4-8 programs. This course is designed to provide students with an in-depth study of methods and materials essential for effective teaching practice in elementary English, Language Arts, and Reading. Topics include but are not limited to perceptions and perspectives in the ELAR, curriculum standards, lesson development, interdisciplinary/integrated curriculum planning, use of integrated literature in lessons, specific group strategies, and instructional technology.*

*The content in the course was previously taught in a mixed discipline course with social studies - however, with the addition of a Social Studies content expert and an increased emphasis on the Science of Teaching Reading in the Texas schools, the course was split into two domains to better meet the needs of the students.*

*Course Description: Interrelationship of reading, writing, and the content areas in literacy, with a focus on writing instruction in EC-8. Assignments and directed field experience take place on site in an EC-8 school setting.*

EDUC 4320 (Teaching Social Studies in EC-8)

Effective: AY 2024-2025

Department: Teacher Education and Administration

Number of credit hours: 3

*Additional Information: This Social Studies methods course was designed to incorporate more of the necessary content for EC-8 classroom teachers, both self-contained and subject specific 4-8 programs. This course is designed to provide students with an in-depth study of methods and materials essential for effective teaching practice in elementary social studies. Topics include but are not limited to perceptions and perspectives in the social studies, curriculum standards, lesson development, interdisciplinary/integrated curriculum planning, use of literature in the social studies, specific group strategies, and instructional technology.*

*Course Description: This course is designed to provide students with an in-depth study of methods and materials essential for effective teaching practice in elementary social studies. Topics include but are not limited to perceptions and perspectives in the social studies, curriculum standards, lesson development, interdisciplinary/integrated curriculum planning, use of literature in the social studies, specific group strategies, and instructional technology.*

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EDUC 4345 (Classroom Management)  
Effective: AY 2024-2025  
Department: Teacher Education and Administration  
Number of credit hours: 3

*Additional Information: The Behavior Management course was designed to incorporate more of the necessary strategies and theories related to the EC-8 classroom teachers, both self-contained and subject specific 4-8 programs. This course is designed to provide students with an in-depth study of classroom methods and skills essential for effective teaching practice in elementary classrooms. Candidacy and admittance to the Clinical I Professional Semester is required. The content in the course was previously taught in a mixed discipline course with Classroom Assessment - however, the course was split to develop new courses in an effort to better prepare the teacher candidates based on feedback from stakeholders and local school districts.*

*Course Description: This course provides preservice teachers with specific strategies for creating positive, supportive, respectful environments that facilitate responsible behavior and achievement for all students.*

EDBE 3395 (Foundations to Teaching Spanish in Schools: EC-12)  
Effective: AY 2024-2025  
Department: Teacher Education and Administration  
Number of credit hours: 3

*Additional Information: In analyzing the course requirements for the LOTE in Spanish degree, there was no course directly aligned with the LOTE certification exam that happens before clinicals (the time at which students are required to pass the certification exam). This course will prepare students to take the LOTE certification exam as a part of their initial teacher certification. The prerequisites and corequisites were chosen because this is a course that would be at the beginning of the Teacher Certification program yet limited to only those who are officially a part of the program. This course meets the rigor requirements for an upper-level undergraduate course. It is not cross-listed. No new marketable skills are offered through this course. The SLOs to this course are aligned to the LOTE: Spanish exam that were provided by TEA.*

*Course Description: Overview of methods and materials for teaching Spanish in the EC-12 classroom through heritage language and foreign language acquisition (LOTE).*

EDLE 5350 (The Residency I- Educational Leadership)  
Effective: AY 2024-2025  
Department: Teacher Education and Administration  
Number of credit hours: 3  
Prerequisites: EDLE 5300, EDLE 5330

*Additional Information: The educational leadership program would like to offer the opportunity for candidates to complete a one year residency as allowed by TEA. This will allow principal candidates to work in K-12 schools as an assistant principal while completing their education and getting paid for their work. The educational leadership academic program will benefit from the inclusion of the residency program, as it offers candidates valuable administrative opportunities. Through the residency, candidates will have the chance to actively participate in leadership roles within their respective school districts, enabling them to fully immerse themselves in this aspect of their education.*

All proposed changes are marked as such:  
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*Course Description: Provision for on-the-job experience and professional study in administration and supervision as directed by the student's major adviser. Required for Texas professional certificate for educational leadership. Not applicable to other degree programs. The Residency requires 160 hours of on-site experience at either an elementary or secondary school.*

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

#### H. Course Change Requests (School of Education)

EDBE 3470 (Foundations of Bilingual Education and ESL)

Change Effective: AY 2024-25

Change: Prerequisite and Student Learning Outcomes

*Additional Information: SLO's were revised to align with the Bilingual and ESL Supplemental Certification exam competencies. The prerequisite change was made to allow students to take 3480 and 3470 concurrently if necessary.*

*New Prerequisites: EDUC 3330*

*New SLOs:*

- 1. Identify and present accurate facts about the diversity of English Learners (EL), the benefits of bilingualism, and issues related to educational access and equity. BLE: Domain I ESL: Domain III*
- 2. Identify historical underpinnings, political struggles, and implementation of bilingual education in the USA with specific emphasis on Texas. BLE: Domain I ESL: Domain III*
- 3. Identify and discuss state and federal legal cases and relevant education laws that have benefitted ELs. BLE: Domain I ESL: Domain II*
- 4. Define and understand the rationale for the different types of program models for ELLs. BLE: Domain I ESL: Domain III*
- 5. Bridge the home-school language and cultural environment with appropriate strategies to reach out to language minority families. BLE: Domain I ESL: Domain III*
- 6. Cite and identify issues in testing practices, including research findings about effective instructional and assessment practices for Special needs ELs and emergent bilinguals. BLE: Domain I ESL: Domain II & III*
- 7. Discuss reflections about critical issues in bilingual/ESL education such as: English Only vs. English Plus, high stakes testing, special needs EL students, and legal and sociocultural issues. BLE: Domain I ESL: Domain III*
- 8. Create and present individual and/or group projects designed to increase advocacy and collaborative skills to enhance effectiveness as a classroom teacher. BLE: Domain I ESL: Domain III*

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

Change Effective: AY 2024-25

Change: Student Learning Outcomes

*Additional Information: SLO's were revised to align with the Bilingual and ESL Supplemental Certification exam competencies.*

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*New SLOs:*

- 1. Understand multicultural and linguistic diversity that affects students' learning of academic content and language. ESL Domain III Competency 9; BIL Strand I*
- 2. Know and understand cultural and linguistic factors to create effective multicultural and multilingual learning environments and experiences that recognize and integrate students' multicultural backgrounds. ESL Domain III competency 9 BIL Domain I strand V*
- 3. Know and apply knowledge of students' differences to select multicultural materials and strategies to provide content-based instruction at the student's level of language proficiency across content areas. ESL Domain II Competency 6*
- 4. Know and use theory and methods related to L1 and L2 acquisition to promote students' academic and linguistic development in L1 and L2. ESL Domain I Competency 2; BIL Domain I competency 2*
- 5. Know and understand materials and assessment practices used in bilingual and ESL programs to plan and adjust instruction that addresses the cultural and linguistic needs of emergent bilingual students. ESL Domain II competency 7; BIL Strand II*
- 6. Know how to plan and assess effective content and language instruction supported by the Texas Essential Knowledge Skills (TEKS) and the English Language Proficiency Standards (ELPS). ESL Domain II competency 3, 4, and 5; BIL Domain I strand I*

EDBE 4370 (Teaching Literacy in Spanish)

Change Effective: AY 2024-25

Change: Course Number, Prerequisites and Student Learning Outcomes

*Additional Information: SLO's were revised to align with the Bilingual Supplemental and the Bilingual Target Language Proficiency Test Certification exam competencies. The course number has changed from 4480 to 3335 in order to better align with the time a candidate will take the course during their program. EDUC 3320 was removed from the course requirements for the degree plan, it is no longer offered. The new requirements will require students to wait until their Junior year to take the course.*

*New Course Number EDBE 3345*

*New Prerequisites: EDUC 3330*

*New SLOs:*

- 1. Apply knowledge of the Spanish reading/language arts educator certification standards (TEKS) and statewide curriculum to promote bilingual learners' literacy development in the primary language. BLE: Domain I STR: Domain I BTLPT: Domain II & IV LOTE: Domain I*
- 2. Create authentic and culturally relevant learning activities and experiences in Spanish literacy that promote bilingual learners' language and literacy development in concepts and skills. BLE: Domain I STR: Domain III BTLPT: Domain II LOTE: Domain I & Domain II*
- 3. Understand how to assist struggling bilingual students in developing language and literacy in their native language as it fosters the transfer of knowledge to the target language. BLE: Domain I STR: Domain II BTLPT: Domain I-IV LOTE: Domain II & III*
- 4. Apply and reflect on the effectiveness of scaffolding through reading and writing, while developing reading strategies to motivate engagement in reading and writing with comprehensible input. BLE: Domain I LOTE: Domain IV & Domain V*

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.

5. *Demonstrate an understanding of the effective ways that teachers use the native language in the classroom and how it supports academic, social, and emotional growth. BLE: Domain I BTLPT: Domain II LOTE: Domain VI*
6. *Apply principles of literacy development, first-language, and second-language acquisition theoretical principles to the administration process of Spanish literacy assessment to identify emergent bilingual linguistic needs for the development of biliteracy. BLE: Domain I STR: Domain IV BTLPT: Domain II*

EDBE 4395 (Methods and Materials for Teaching Spanish EC-12)

Change Effective: AY 2024-2025

Change: Long Title, Short Title, SLOs

*Additional Information: SLO's were revised to align with the Languages Other than English Certification exam competencies. Change from long title "Methods and Materials for Teaching Spanish EC-12" to "Spanish Methodologies" to better align with the course content. Change short title to "Spanish Methods" to better align with the change in the long title.*

*New Long Title: Spanish Methodologies*

*New Short Title: Spanish Methods*

*New SLOs:*

1. *Develop grade-appropriate lesson plans and materials for EC-12 instruction in line with the Languages Other than English (LOTE) Standards, the American Council on the Teaching of Foreign Language (ACTFL) Standards, and the Texas Essential Knowledge and Skills (TEKS). Domains I, II, III, IV; Standards I, II, III, IV*
2. *Observe and evaluate teaching methods and materials used in classroom instruction for both heritage language speakers and second language learners. Domains I, II, III, IV; Standards I, II, IV*
3. *Implement innovative strategies to teach listening and speaking. Domain I; Standards I, III*
4. *Implement innovative strategies to teach reading and writing skills using culturally appropriate materials. Domains I, II, III, IV; Standard I, III, IV*
5. *Utilize modern technology integration practices for teaching languages. Domains I, II, III, IV; Standard III, IV*
6. *Implement a variety of assessment strategies to evaluate student learning in the classroom. Domain I; Standard II*
7. *Explain how state and national standards disseminated by the American Council on the Teaching of Foreign Languages (ACTFL), Interstate New Teacher Assessment and Support Consortium (INTASC), and Texas Education Agency (TEA) ensure quality and professionalism. Domains I, II, III, IV; Standard I, III, IV*
8. *Examine and understand the major trends in twentieth and twenty-first century language teaching. Domain I; Standard I*
9. *Examine and understand major second language acquisition theories. Domain I; Standard I, III*
10. *Develop listening, speaking, reading, and writing skills in academic Spanish. Domains III, IV, V, VI; Standards V, VI, VII, VIII*

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.

EDBE 4480 (Bilingual Approaches to Content Learning)

Change Effective: AY 2024-2025

Change: Course Number, Prerequisites, SLOs

*Additional Information: SLO's were revised to align with the Bilingual Supplemental and the Bilingual Target Language Proficiency Test Certification exam competencies. The course number has changed from 4480 to 3335 in order to better align with the time a candidate will take the course during their program. EDUC 3320 was removed from course requirements for the degree plan. It is no longer offered.*

*New Course Number: EDBE 3335*

*New Prerequisites: EDBE 3470 and EDBE 3480*

*New SLOs:*

- 1. Write effectively for various audiences and purposes (inform, persuade) using formal and informal registers, appropriate vocabulary, spelling, syntax, and punctuation. Develop written lesson plans appropriate for the bilingual classroom, integrating vocabulary used in teaching the TEKS. BTLPT Domain IV*
- 2. Understand the foundations of bilingual education and use knowledge of bilingual educational models to make appropriate instructional decisions addressing the bilingual students' affective, linguistic, and cognitive needs in a bilingual learning environment. BES Domain I, competency I*
- 3. Understand the main ideas and details of various authentic written materials in Spanish and apply literal, inferential, and critical reading comprehension skills to different authentic materials relevant to the bilingual classroom in teaching the TEKS in all content areas. BTLPT Domain II*
- 4. Construct effective oral discourses in Spanish demonstrating control of verb tenses for various purposes relevant to the bilingual classroom and school context. Use general and content area vocabulary used in teaching the TEKS. BTLPT Domain III*
- 5. Understand linguistic concepts of first and second language development theories and models and apply the knowledge to implement appropriate instruction to address students' language development needs in L1-L2. BES Domain I, competency II*
- 6. Know how to promote bilingual students' L1 literacy and biliteracy development. Know formal and informal assessments to plan effective literacy development in L1. BES Domain I, Competency III*
- 7. Apply listening skills to understand and analyze main ideas and details in a variety of school contexts in Spanish. Evaluate the information and choose the appropriate response to a question or comment in bilingual settings. BTLPT Domain I*
- 8. Know how to create and integrate authentic and purposeful learning activities in both L1 and L2 to deliver comprehensible content area instruction. BES Domain I competency 4*

EDBE 4490 (Teaching ESL: EC-12 Instructional Strategies and Resources)

Change Effective: AY 2024-2025

Change: Course Number, Prerequisites, SLOs

*Additional Information: The course number has changed from 4490 to 3390 in order to align with the time a candidate will take the course during their program. SLO's were revised to align with the ESL Supplemental Certification exam competencies. EDUC 3320 was removed from course requirements for the degree plan since it is no longer offered.*

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.

*New Course Number: EDBE 3390*

*New Prerequisites: EDBE 3470 and EDBE 3480*

*New SLOs:*

- 1. Understand how to plan and implement ESL instruction, including consideration of student's developmental characteristics and their individual needs. Domains I, II, III*
- 2. Understand how to use a variety of methods and techniques appropriate for instruction in the ESL classroom. Domains II, III*
- 3. Plan strategies for fostering ESL students' communicative competence. Domains I, II*
- 4. Use a variety of literacy assessments to plan and implement literacy instruction in the primary language. Domains I, II, III*
- 5. Design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills – TEKS. Domain II*
- 6. Understand how to select, and use instructional methods, resources, and materials appropriate for various goals and situations in the ESL classroom. Domains II, III*
- 7. Demonstrate strategies which foster ESL students' content-area learning. Domains I, II*
- 8. Engage students in critical thinking processes about family engagement and community involvement of ESL students. Domain III*
- 9. Understand how to apply principles of effective classroom management in a range of situations in the ESL classroom. Domain II*
- 10. Develop a reflective mind set about his/her learning and teaching to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum. Domain II; Standard IV, V*

**EDRE 4450 (Reading and Writing, Birth to Grade 6)**

**Change Effective: AY 2024-25**

**Change: Course Number, Course Description, Prerequisites, SLOs**

*Additional Information: Changing from EDRE 4450 to EDRE 3350 reflecting the course placement in the sequence for juniors level students. SLO's were revised to align with the STR Certification exam competencies as well as the updated course.*

*New Course Number: EDRE 3350*

*New Course Description: Examines theoretical and practical aspects of emergent literacy. The course focuses on developmentally appropriate practices that foster motivated, strategic readers, and writers. Emphasizes development of early language and pre-literacy skills, common school literacy practices, parental/social influences, and affective elements related to early reading.*

*New Prerequisite: EDUC 1301, EDUC 2301*

*New SLOs:*

- 1. Understand the five pillars of effective reading instruction as determined by science of reading research: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Domain II, Competencies 004-008; Domain III, Competencies 009-012*
- 2. Evaluate various approaches to teaching reading and writing. Domain I, Competency 001*
- 3. Develop classroom conversations that enrich children's literacy learning. Domain II, Competency*

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.

003; Domain III, Competencies 009-012

4. *Select effective strategies for sharing books and other resources with children, including multicultural materials. Domain III, Competencies 010-012*

5. *Create a portfolio of one child's literacy development. Domain I, Competencies 001-002; Domain II, Competencies 003-008; Domain III, Competencies 009-012; Domain IV, Competency 013*

6. *Set instructional goals for the literacy development of a young child. Domain I, Competencies 001-002; Domain II, Competencies 003-008; Domain III, Competencies 009-012; Domain IV, Competency 013*

7. *Plan effective reading and writing instruction based on data collected through the assessment portfolio. Domain IV, Competency 013*

8. *Reflect on yourself as a reader and as a future teacher of readers.*

EDRE 4840 (Linguistically Diverse Learners)

Change Effective: AY 2024-25

Change: Course Number and Student Learning Outcomes

*Additional Information: The course number has changed from 4840 to 3340 in order to align with the time a candidate will take the course during his/her program. SLO's were revised to align with the STR and the EC-6 (ELAR) Certification exam competencies.*

*New Course Number: EDRE 3380*

*New SLOs:*

1. *Describe origins of linguistically diverse learners. STR: Domain 1: 001, 002*

2. *Understand and describe the refugee and immigrant experience and the impact on teaching and learning. STR: Domain 1: 001*

3. *Describe the nature of language and language learning. STR: Domain 2: 003*

4. *Describe and compare and contrast language acquisition and language learning. STR: Domain 2: 003*

5. *Describe the features of the English language that may cause problems for linguistically diverse students. STR: Domain 2: 003*

6. *Identify major categories of linguistically diverse students. STR: Domain 1: 001*

7. *Discuss affective implications and strategies for developing cross-cultural sensitivity in the classroom STR: Domain 3: 010*

8. *Identify techniques and instruments for evaluating language dominance and language growth STR: Domain 2: 003*

9. *Identify sources of appropriate materials and activities for the linguistically diverse student in the ESL classroom and/or the content area STR: Domain 3: 010, 011, 012*

10. *Establish effective learning environments that are supportive of ESL learners who come from diverse backgrounds. STR: Domain 3: 010*

11. *Provide instruction that reflects the interrelationships of reading, writing, listening, and speaking and facilitate learner' abilities to construct and convey meaning in English. STR: Domain 2: 003, 004, 005, 006, 007, 008*

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.



EDRE 4850 (Assessment and Evaluation of Reading)

Change Effective: AY 2024-25

Change: Course Number, Student Learning Outcomes

*Additional Information: The course number has changed from 4850 to 3360 in order to better align with the time a candidate will take the course during his/her program. SLO's were revised to more closely align with the STR and the EC-6 (ELAR) Certification exam competencies.*

*New Course Number: EDRE 3360*

*New SLO's:*

- 1. Demonstrate knowledge of assessment as a continuous and ongoing process. STR: Domain 1: Competency 002 ELAR: Competency 010*
- 2. Demonstrate knowledge of the relationship between assessment and instruction. STR: Domain 1: Competency 002 ELAR: Competency 010*
- 3. Identify and demonstrate an in-depth understanding of foundational literacy skills including: oral language, phonological awareness, phonemic awareness and phonics. STR: Domain 1: Competency 001, Domain 2: Competencies 003, 004, 005, 006, 007 ELAR: Competencies 001, 002*
- 4. Identify and demonstrate an in-depth understanding of advanced literacy skills including: vocabulary, fluency and comprehension. STR Domain 1: Competency 001 Domain 2: Competency 008 Domain 3: Competencies 009, 010, 011, 012 ELAR: Competencies 003, 004, 005*
- 5. Examine and demonstrate knowledge of formal literacy assessments used in Texas schools. STR Domain 1: Competencies 001 & 002 ELAR: Competency 010*
- 6. Develop an ability to administer and interpret a variety of informal reading, writing, listening, and speaking assessments based on authentic literacy tasks. STR Domain 1: Competency 002, Domain 2: Competencies 003, 004, 005, 006, 007, 008, Domain 3: Competencies 009, 010, 011 ELAR: Competencies 001, 002, 003, 004, 005, 006, 007*
- 7. Demonstrate observational and diagnostic skills specific to a targeted student's literacy behaviors and develop means of recording and reflecting upon those observations to drive and enhance instruction. STR Domain 1: Competencies 001, 002, Domain 2: Competencies 003, 004, 005, 006, 007, 008, Domain 3 Competencies 009, 010, 011 ELAR: Competency 010*
- 8. Examine and understand how to use TEKS and ELPs to plan effective literacy instruction. STR Domain 1: Competency 001 ELAR: Competency 010*
- 9. Demonstrate knowledge of the content of the Science of Teaching Reading and EC-6 certification exams.*

EDEE 4330 (Teaching Science EC-8)

Change Effective: AY 2024-25

Change: Prefix, Course Description and Student Learning Outcomes

*Additional Information: The Prefix change is to be uniform with all other clinical 1 methods courses EDUC instead of EDEE. The existing course catalog description is repetitive. The SLOs have been modified to be in line with the TExES standards and the course objectives.*

*New Prefix: EDUC*

*New Course Description: This course will explore the pedagogical techniques, instructional methods and materials needed for teaching science in the K-8 grades. Emphasis will be laid on hands-on activities, scientific inquiry and standards- based teaching and learning.*

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.

*New SLO's:*

- 1: Students will articulate, develop, and refine personal understandings of science and science teaching TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard IV*
- 2: Students will use reflective analysis to improve their teaching. TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard IV*
- 3: Students will demonstrate their understanding of the nature of science and science process skills (basic & integrated) TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard VI*
- 4: Students will demonstrate their understanding of the science TEKS, vertical alignment of the science content, & correlation to the National Science Education Standards (NSES) TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standards, VII, IX, X*
- 5: Students will demonstrate their understanding of managing safety issues to promote science learning in the lab, field and in the classroom TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standards I, II*
- 6: Students will apply their understanding of the scientific method to design and conduct a science fair project with a testable hypothesis and variables TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard IV*
- 7: Students will learn about the role and types of scientific inquiry and design and teach inquiry-based science activities and lessons TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard III*
- 8: Students will be able to demonstrate the use of instructional strategies and teaching activities to teach the science content knowledge included in the TEKS in laboratory, and classroom settings. TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard IV*
- 9: Students will learn about the use of formal and informal assessments relevant to science instruction at the elementary / middle school level laboratory, field (outside), and classroom settings TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard V*
- 10: Students will construct science lessons and hands-on experiences that address the needs of a variety of student populations including English language learner, special needs students, and gifted and talented students TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard IV*
- 11: Students will identify and explain the recurring themes and unifying concepts at the elementary/middle school level and relate how these components relate to each other and the environment TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard XI*
- 12: Students will develop an understanding of controversial issues in science and their relevance to social ethics TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standard VII*
- 13: Students learn about the contribution of diverse scientists and their impact on society and STEM careers TExES Core Subjects, EC-6 Science, TExES 4-8 Science, Standards VI, VII*

EDEE 4350 (Mathematics in Grades EC-8)

Change Effective: AY 2024-25

Change: Prefix, Course Description, Prerequisites and SLOs

*Additional Information: The department is removing the EDEE prefix and replacing it with EDUC to be consistent. The existing course catalog description is repetitive. SLOs have been modified to be in line with the TExES standards and the course objectives.*

*New Prefix: EDUC*

*New Course Description: Principles in mathematics teaching and learning based on national curriculum and assessment standards. The learning process in the development of mathematical thinking and skills in children. Students observe mathematics instruction and materials in real settings and experience firsthand the scope and sequence of mathematics in a primary/elementary/middle school setting. Assignments,*

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.

*directed field experience and other class activities take place on site in a school setting.*

*New SLOs:*

- 1. Describe how to organize effective instruction.*
- 2. Describe how to integrate assessment.*
- 3. Describe strategies for teaching number and operations concepts and developing computational fluency.*
- 4. Describe strategies for teaching fractions, decimals, percent, and proportional reasoning.*
- 5. Describe strategies for teaching geometry, measurement, data analysis and probability*

EDSP 2310 (Introduction to Individuals with Disabilities)

Change Effective: AY 2024-25

Change: Course Number, Long Title, Course Level, Course Description, Prerequisites and SLOs

*Additional Information: Change course number due to a change in course level. Change in title to be more descriptive of course focus. Change from a second-year class to a third-year class. Change in course description to be more descriptive of course information and student learning objectives. Prerequisite was changed to allow enrollment for students not yet admitted to the Teacher Ed program. Student learning outcomes changed to be in-line of course objectives and TExES 161; SPED Domain and Competency Standards.*

*New Course Number and Level: EDSP 3310*

*New Title: Educating Students with Disabilities*

*New Course Description: Overview of disability types and the unique academic needs of students with disabilities. This includes the history and legal foundation of special education, the educator's role in the referral process, development of the IEP, participation in ARD committee meetings, effective educational practices, Child Find, LRE, and FAPE as required by federal and state law will be examined.*

*New Prerequisite: EDUC 2301*

*New SLOs:*

- 1. Apply knowledge of the different types of disabilities, the characteristics of each, how a disability may affect learning in the classroom, and the role of formal and informal assessments. Domain I; Standard IV and V*
- 2. Identify different special education classroom models (inclusion, mainstreamed, vocational, etc.) instruction types in the least restrictive environment (LRE) to provide free appropriate public education (FAPE) to students with disabilities. Domains I; Standard VI and Domain II; Standard X*
- 3. Examine and identify adaptations, including assistive technology, that may differentiate and accommodate students with disabilities, and discuss which are appropriate for a student based on their academic, behavior, and/or social needs. Domain II; Standard VII and VIII*
- 4. Examine trends and issues related to early childhood interventions and transition planning for students with disabilities. Domain II; Standard IX*
- 5. Compare and contrast the similarities and differences between MTSS and RTI and promoting students' performance in English language arts, Reading, and Math when working with students with disabilities. Domain III; Standards XI and XII*
- 6. Apply knowledge of a teacher's responsibility to students with disabilities with Child Find, collaborating with families, school personnel, and community systems, developing Individual Educational Plans (IEP), and participating in the Admissions, Review, and Dismissal (ARD)*

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.

*committee meetings. Domain IV; Standards I, II, and III*

*7. Demonstrate knowledge of the history of educating students with disabilities, including current state and federal rules, regulations, and policies and procedures. Domain IV; Standard I and II*

EDSP 3240 (Family Communication and Collaboration for Exceptional Learners)

Change Effective: AY 2024-2025

Change: Long Title, Course Description, Prerequisites, SLOs

*Additional Information: Change in title to be more descriptive of course focus. Change in course description to be more descriptive of course information and student learning objectives. Prerequisite was changed to allow enrollment for students not yet admitted to the Teacher Ed program. Student learning outcomes changed to be in-line of course objectives and TExES 161; SPED Domain and Competency Standards.*

*New Long Title: Creating Collaborative and Inclusive Classrooms*

*New Course Description: Analysis of collaboration and communication models to support best practices when working with families, caregivers, and professionals to support students with disabilities. The focus will be on the changing definition of family and other factors that may impact students. Teaching models, classroom makeup, and staff supports impacting students and families are examined. Requires 5 hours of observation in a Co-Teaching Classroom.*

*New Prerequisite: EDUC 2301*

*New SLOs:*

*1. Develop and implement strategies for using school, community, and home resources in the curriculum across and among cultures. Domain IV; Standard I and Domain II; IX*

*2. Discuss the importance of family and educator relationships in the collaboration process. Domain IV; Standard III, Domain I; V, and Domain II; Standards IX and X*

*3. Identify and demonstrate knowledge of alternative instructional arrangements for special education personnel and instructional delivery systems, including normalization. Domain IV; Standard III, Domain I; IV, Domain II; VI, VII, and X*

*4. Discuss and demonstrate knowledge of ethical practices, confidentiality, and considerations for collaboration. Domain IV; Standard II and III*

*5. Discuss the historical development of special education, citing the advantages and disadvantages of various service delivery models, including definitions and issues. Domain IV; Standard I, Domain II; Standards VI and X*

*6. Identify and demonstrate knowledge of techniques when communicating and collaborating effectively with paraprofessionals and other school and community personnel to deliver special education services. Domain IV; Standard III*

EDSP 3420 (Behavioral Disorders: Characteristics, Identification, & Intervention)

Change Effective: AY 2024-25

Change: Course Description, Prerequisites, SLOs

*Additional Information: Change in course description to be more descriptive of course information and student learning objectives. Prerequisite EDSP 2310 is being changed. This will allow students to take the*

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.

course prior to acceptance into the Teacher Education Program. Student learning outcomes changed to be in-line of course objectives and TExES 161; SPED Domain and Competency Standards.

*New Course Description: An examination of the typical characteristics associated with severe behavior problems and procedures for identification of an emotional disturbance. Functional Behavior Assessments, developing Behavior Intervention Plans, Applied Behavior Analysis, positive behavioral supports, and monitoring progress on behavior will be included. Ethical and professional interpersonal characteristics of effective special educators are discussed. Five hours of observation are required for this course.*

*New prerequisite: EDUC 2301*

*New SLOs:*

- 1. Understand and apply knowledge of the legal foundations and ethical responsibilities of classroom teachers to students identified with a disability. Domain IV; Standard I and II*
- 2. Examine and demonstrate knowledge of Applied Behavior Analysis. Domain II; Standards VI and VII*
- 3. Demonstrate knowledge of a variety of effective behavior management techniques, including modifying the learning environment, appropriate to the needs of students with disabilities. Domain II; Standards VI and VII*
- 4. Plan for special education services for students with disabilities in the least restrictive environment (LRE) ensuring a Free Appropriate Public Education (FAPE). Domain I; Standard IV and Domain II; VI, VII, and X*
- 5. Examine and demonstrate knowledge of steps to conducting a Functional Behavior Assessment (FBA) Domain IV; Standards II and Domain I; IV, and V*
- 6. Discuss the role of classroom teachers in the referral process and the development of an Individual Educational Plan (IEP) and the Behavior Intervention Plan (BIP). Domain IV; Standards II, Domain I; IV and V, and Domain II; VI and VII*
- 7. Develop and articulate personal philosophy of classroom discipline, demonstrating a commitment to developing the highest educational potential of students with disabilities. Domain IV; Standards I, II, III, and Domain I; IV*

EDSP 4320 (Educational Assessment and Evaluation of Exceptional Learners)

Change Effective: AY 2024-25

Change: Student Learning Outcomes

*Additional Information: Student learning outcomes changed to be in-line of course objectives and TExES 161; SPED Domain and Competency Standards.*

*New SLOs:*

- 1. Describe the practical application of laws, policies, procedures, rules, and regulations for special education relating to youth and adults with disabilities. Domain IV; Standard I and II*
- 2. Demonstrate knowledge of how to administer, analyze, and interpret a variety of informal assessments with the purpose of developing an appropriate and measurable Individual Education Plan (IEP) and plan instruction. Domain IV: Standards I, II, & III, Domain I: Standard V, and Domain II: Standard VI*
- 3. Examine and identify adaptations, including assistive technology, that may differentiate and accommodate students with disabilities, and discuss which are appropriate for a student based on*

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.

*their academic, behavior, and/or social needs. Domain IV: Standard III, Domain I: Standard IV, Domain II: Standard VI, VIII, IX, & X*

*4. Demonstrate knowledge of the differences between formal (norm-referenced) and informal (standards-based & curriculum-based) evaluations and the purpose of both when planning instruction for students with disabilities. Domain IV: Standard II & III, Domain I: Standards IV & V, Domain II: Standards VI & X*

*5. Demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessments to determine if a student is making adequate progress toward measurable annual goals. Domain IV: Standards II & III, Domain I: Standard V, Domain II: Standards X, and Domain III: Standards XI & XII.*

*6. Examine and demonstrate knowledge of the importance of the special educator's role regarding referrals, collaborating with the family, school officials, special education personnel, community systems, and development an IEP. Domain IV: Standards I, II, & III, Domain I: Standards IV & V, and Domain II: Standard IX*

EDSP 4330 (Advanced Educational Strategies for Exceptional Learners)

Change Effective: AY 2024-25

Change: Course Number, Course Description, Prerequisites, SLOs

*Additional Information: Change course number due to a change in course level. Change in course description to be more descriptive of course information and student learning objectives. Prerequisites changed to include only those students admitted to the Teacher Ed program. Emerging Teacher Institute is obsolete, and this course is no longer in the clinical 1 semester. Student learning outcomes changed to be in-line of Course Objectives and TExES 161; SPED Domain and Competency Standards.*

*New Course Number: EDSP 3330*

*New Course Description: Advanced educational strategies and interventions that promote the academic performance of students with disabilities across a variety of settings and situations. Includes an emphasis on special education law, current policies and procedures, both state and federal disability eligibility categories, best practices when developing an Individual Education Plan (IEP), accommodations and modifying content, progress monitoring, and recommendations for instructional programming.*

*New Prerequisite: Must be admitted to the Teacher Education Program*

*New SLOs:*

*1. Examine and articulate the practical application of special education laws, policies, procedures, and rules and regulations for educating students with disabilities. Domain IV; Standard I and II*

*2. Apply knowledge of the different types of disabilities (both state and federal definitions), the characteristics of each, how a disability may affect learning in the classroom, and the role of formal and informal assessments. Domain I; Standard IV and V*

*3. Demonstrate knowledge of the importance of the IEP, its components (including the transition plan and graduation), methods for implementing and monitoring goals/objectives, and protecting students' rights to FAPE and LRE. Domains I; Standard VI, Domain II; Standards VII, VIII, and X, and Domain IV; Standards I, II, and III.*

*4. Demonstrate knowledge and skills in utilizing and evaluating evidence-based instructional practices to promote the active engagement, learning, and/or behavior of students with disabilities. Domain II; Standards VI-X and Domain III; Standards XI and XII*

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.

5. Identify and describe the collaborative arrangements that special education teachers will encounter and explain their role within the academic setting. Domain IV; Standards I-III and Domain III; Standard X-XII

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

#### I. Program Change Requests (School of Education)

Grades 4-8 English Language Arts and Reading (ELAR)

Change effective: AY 2024-25

Change: Program Name, Required Course(s)

*Additional Information: Justification of changing the name of the program: Coursework to prepare teacher candidates to pass the ESL supplemental exam and to teach ESL students is part of this degree. Justification for removals: Due to Field of Study Requirements, we cannot require any lower-level courses that are not part of the Associates of Arts in Teaching. Thus, we need to remove DFST 1013, COMM 1010, ENGL 2210/2220, ENGL 2321, ENGL 2326, and EDSP 2310. ENGL 4900 is being removed because it is a Special Problems course that is not regularly taught. THEA 3400 and LING 4030 are not needed to teach middle-school language arts. EDRE 4820 Reading and Writing in Grades 4-8 is not needed. Justification for additions: EDUC 1301 and EDUC 2301 are taught at community colleges and are part of the Associates of Arts in Teaching. Including them in the UNTD degree will make the transfer process easier. EDUC 3330 Educational Psychology, EDUC 3340 Assessment in Education, EDUC 4345 Classroom Management, and EDUC 4310 Teaching English Language Arts and Reading EC-8 are new courses that will help prepare students for the teacher-certification exams.*

*New Program Name: Grades 4-8 English Language Arts and Reading (ELAR) with ESL*

*Course Changes:*

*Remove:*

*DFST 1013 Human Development - removed due to FOS requirements  
COMM 1010 Introduction to Communication - removed due to FOS requirements  
ENGL 2210 or ENGL 2220 - removed due to FOS requirements  
ENGL 2321 British Literature - removed due to FOS requirements  
ENGL 2326 American Literature - removed due to FOS requirements  
ENGL 4900 Special Problems  
THEA 3400 Theater for Young Audiences  
EDSP 2310 Introduction to Individuals with Disabilities - being replaced with EDSP 3310  
EDUC 3320 Foundations of Education - not needed; content is covered in other courses  
EDUC 4340 Classroom Mgmt & Instructional Assessment - replaced with EDUC 4345 and EDUC 3340  
EDRE 4840 Linguistically Diverse Learners - replaced with EDRE 3380  
EDBE 4490 Teaching ESL EC-12 - replaced with EDBE 3390  
LING 4030 Acquisition of English as a Second Language - not needed; content is covered in other courses  
EDRE 4450 Reading and Writing, Birth through Grade 6 - replaced with EDRE 3350  
EDRE 4820 Reading and Writing in Grades 4-8 - not needed; content is covered in other courses  
EDRE 4850 Assessment and Evaluation of Reading - replace with EDRE 3360  
EDRE 4861 Integrated Language Arts & Social Studies Instruction K-8 - replace with EDUC 4310*

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.

Add:

*ENGL 3912 Topics in American Literature*  
*ENGL 4160 Advanced Expository Writing*  
*EDUC 1301 Introduction to the Teaching Profession*  
*EDUC 2301 Special Populations*  
*EDUC 3330 Educational Psychology*  
*EDUC 3310 Educating Students with Disabilities*  
*EDUC 3340 Assessment in Education*  
*EDRE 3350 Reading and Writing*  
*EDRE 3360 Assessment and Evaluation of Reading*  
*EDRE 3380 Linguistically Diverse Learners*  
*EDBE 3390 Teaching ESL EC-12*  
*EDUC 4310 Teaching English, Language Arts, and Reading EC-8*  
*EDUC 4345 Classroom Management*

Grades 4-8 Math

Change effective: AY 2024-25

Change: Program Name, Required Courses

*Additional Information: Justification of changing the name of the program: Coursework to prepare teacher candidates to pass the ESL supplemental exam and to teach ESL students is part of this degree. Justification for removals: MATH 1353 Geometry and MATH 1354 Numbers and Operations for Teachers are being replaced by MATH 1350 Mathematics for Teachers I and MATH 1351 Mathematics for Teachers II. This will make our programs consistent with community colleges and the Associates of Arts in Teaching. Due to Field of Study requirements, we can require only two lower-level courses that are not part of the Associates of Arts in Teaching. For Math 4-8 students, we have chosen to require MATH 1316 Trigonometry and MATH 2413 Calculus. Thus, we need to remove DFST 1013 Human Development and EDSP 2310 Introduction to Individuals with Disabilities. EDSP 2310 is becoming EDSP 3310. MATH 3361 is being removed because students are required to take three other upper-level math courses. Statistics is not a large part of the Math 4-8 certification test. Some statistics content is covered in MATH 3303. EDRE 4840 and LING 4030 are not necessary to meet the learning outcomes of the degree. EDME 4351 Teaching Mathematics in Grades 4-8 is not needed because students also take EDUC 4350 Mathematics in Grades EC-8.*

*Justification of additions: EDUC 1301 and EDUC 2301 are required by community colleges as part of the Associates of Arts in Teaching. To make the transfer process easier, we would like to require these courses. These courses also serve as good Introduction to Teaching courses. EDUC 3310 is the new version of the currently-required EDUC 2310. EDUC 3330 Educational Psychology, EDUC 3340 Assessment in Education, and EDUC 4345 Classroom Management are new courses that will help prepare students for certification exams. Management are new courses that will help prepare students for certification exams.*

*New Program Name: Grades 4-8 Math and ESL*

*Course Changes:*

*Remove:*

*MATH 1353 Geometry for Teachers - being replaced by MATH 1351*  
*MATH 1354 Numbers and Operations for Teachers - being replaced by MATH 1350*  
*DFST 1013 Human Development - removed due to FOS requirements*  
*EDSP 2310 Introduction to Individuals with Disabilities - being replaced with EDSP 3310*  
*EDUC 3320 Foundations of Education - not needed; content is covered in other courses*

All proposed changes are marked as such:  
New items are emboldened and underlined  
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Justifications or clarifications are italicized.



*EDUC 4340 Classroom Mgmt & Instructional Assessment - replaced EDUC 4345 with EDUC 3340*  
*EDRE 4840 Linguistically Diverse Learners - not needed; content is covered in other courses*  
*EDBE 4490 Teaching ESL EC-12 - being replaced with EDBE 3390*  
*LING 4030 Acquisition of English as a Second Language - not needed; content is covered in other courses*  
*MATH 3361 Applied Statistics - not needed; content is covered in other courses*  
*EDME 4351 Teaching Mathematics in Grades 4-8*

*Add:*

*MATH 1350 Mathematics for Teachers I*  
*MATH 1351 - Mathematics for Teachers II*  
*EDUC 1301 Introduction to the Teaching Profession*  
*EDUC 2301 Introduction to Special Populations*  
*EDUC 3330 Educational Psychology*  
*EDUC 3310 Educating Students with Disabilities*  
*EDUC 3340 Assessment in Education*  
*EDBE 3390 Teaching ESL EC-12*  
*EDUC 4345 Classroom Management*

Grades 4-8 Science

Change effective: AY 2024-25

Change: Program Name, Required Courses

*Additional Information: Coursework to prepare teacher candidates to pass the ESL supplemental exam and to teach ESL students is part of this degree.*

*Justification for removals: MATH 1354 Numbers and Operations for Teachers will no longer be offered and is not needed for teaching Science. BIOL 1710, 1720, 1730, and 1740 cannot be listed as required courses to comply with Field of Study requirements. However, students will still need to take them because they are prerequisites for BIOL 3320 Principles of Ecology or BIOL 3451 Genetics. PHYS 1410 and 1430 cannot be listed as required courses to comply with Field of Study requirements. To prepare for the teacher-certification exam, students will take GEOG 1710 Earth Science, PHYS 1052 Solar System, and the Biology courses mentioned above. DFST 1013 and EDSP 2310 cannot be listed as required courses to comply with Field of Study requirements. DFST 1013 is not needed and EDSP 2310 is becoming EDSP 3310. EDUC 3320, EDRE 4840, and LING 4030 are being removed because they are not needed.*

*Justification for Additions: Currently, BIOL 3320 is required. This is changing to BIOL 3320 or BIOL 3451 to give students more options. EDUC 1301 and 2301 are taught at community colleges and are part of the Associates of Arts in Teaching. Requiring these courses will make the transfer process easier. EDUC 3330, EDUC 3340, and EDUC 4345 are new courses that will help prepare students for teacher- certification exams.*

*New Program Name: Grades 4-8 Science and ESL*

*Course Changes:*

*Remove:*

*MATH 1354 Numbers and Operations for Teachers - will no longer be offered*  
*BIOL 1710 Biology for Science Majors I - removed due to FOS requirements*  
*BIOL 1730 Biology for Science Majors I Laboratory - removed due to FOS requirements*  
*BIOL 1720 Biology for Science Majors II - removed due to FOS requirements*  
*BIOL 1740 Biology for Science Majors II Laboratory - removed due to FOS requirements*

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.

*PHYS 1410 General Physics I - removed due to FOS requirements*  
*PHYS 1430 General Physics Laboratory I - removed due to FOS requirements*  
*DFST 1013 Human Development - removed due to FOS requirements*  
*EDSP 2310 Introduction to Individuals with Disabilities - being replaced with EDSP 3310*  
*EDUC 3320 Foundations of Education - not needed; content covered elsewhere*  
*EDUC 4340 Classroom Mgmt & Instructional Assessment - replaced EDUC 4345 with EDUC 3340*  
*EDRE 4840 Linguistically Diverse Learners - not needed; content is covered in other courses*  
*EDBE 4490 Teaching ESL EC-12 - being replaced with EDBE 3390*  
*LING 4030 Acquisition of English as a Second Language - not needed; content is covered in other courses*

*Add:*

*BIOL 3320 Principles of Ecology or BIOL 3451 Genetics*  
*EDUC 1301 Introduction to the Teaching Profession*  
*EDUC 2301 Special Populations*  
*EDUC 3330 Educational Psychology*  
*EDSP 3310 Educating Students with Disabilities*  
*EDUC 3340 Assessment in Education*  
*EDBE 3390 Teaching ESL EC-12*  
*EDUC 4345 Classroom Management*

Grades 4-8 Social Studies

Change effective: AY 2024-25

Change: Program Name, Required Courses

*Additional Information: Justification of changing the name of the program: Coursework to prepare teacher candidates to pass the ESL supplemental exam and to teach ESL students is part of this degree. Justification for removals: Per field of study requirements, we can require only two lower-level courses that are not part of the Associates of Arts in Teaching. We have chosen to make those two courses HIST 1050 and HIST 1060. Thus, to comply with FOS requirements, we need to remove ECON 1100, ECON 1110, PSCI 1040, PSCI 1050, DFST 1013, HIST 2610, and HIST 2620. Students are required to take two American History courses as part of the Core, so dropping HIST 2610, 2620 as specific requirements should not be a problem. Similarly, students are required to take two Government and Political Science courses as part of the Core, so removing PSCI 1040, 1050 should not be a problem. Students will be advised to take ECON 1100 and ECON 1110 as electives. EDSP 2310 is becoming EDSP 3310. EDBE 4490 is becoming EDBE 3390. EDRE 4861 Integrated Language Arts & Social Studies will no longer be offered. It will be replaced with EDUC 4320 Teaching Social Studies. EDRE 4840 and LING 4030 are not necessary to meet the learning outcomes of the degree. To prepare them for the ESL certification test, students will take EDBE 3470, EDBE 3480, and EDBE 3390.*

*Justification of additions: EDUC 1301 and EDUC 2301 are required by community colleges as part of the Associates of Arts in Teaching. To make the transfer process easier, we would like to require these courses. These courses also serve as good Introduction to Teaching courses. EDUC 3310 is the new version of the currently-required EDUC 2310. EDUC 3330, EDUC 3340, EDUC 4345, and EDUC 4320 are new courses that will help prepare students for certification exams. Students will be required to take two upper-level HIST or PSCI electives to ensure they are prepared for the certification exam and prepared to teach middle-school social studies.*

*New Program Name: Grades 4-8 Social Studies with ESL*

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.

*Course Changes:*

*Remove:*

*ECON 1100 Principles of Microeconomics - removed due to FOS requirements*  
*ECON 1110 Principles of Macroeconomics - removed due to FOS requirements*  
*PSCI 1040 American Government: Laws and Institutions - removed due to FOS requirements*  
*PSCI 1050 American Government: Process and Policies - removed due to FOS requirements*  
*HIST 2610 United States History to 1865 - removed due to FOS requirements*  
*HIST 2620 United States History Since 1865 - removed due to FOS requirements*  
*DFST 1013 Human Development - removed due to FOS requirements*  
*EDSP 2310 Introduction to Individuals with Disabilities - being replaced with EDSP 3310*  
*EDUC 3320 Foundations of Education - not needed; content is covered in other courses*  
*EDUC 4340 Classroom Mgmt & Instructional Assessment - being replaced with EDUC 4345 and EDUC 3340*  
*EDRE 4840 Linguistically Diverse Learners - not needed; content is covered in other courses*  
*EDBE 4490 Teaching ESL EC-12 - being replaced with EDBE 3390*  
*EDRE 4861 Integrated Language Arts & Social Studies - being replaced with EDUC 4320*  
*LING 4030 Acquisition of English as a Second Language - not needed; content is covered in other courses*

*Add:*

*EDUC 1301 Introduction to the Teaching Profession*  
*EDUC 2301 Introduction to Special Populations*  
*EDUC 3330 Educational Psychology*  
*EDSP 3310 Educating Students with Disabilities*  
*EDUC 3340 Assessment in Education*  
*EDBE 3390 Teaching ESL EC-12*  
*EDUC 4345 Classroom Management*  
*EDUC 4320 Teaching Social Studies EC-8*  
*HIST or PSCI elective 3000- or 4000-level*  
*HIST or PSCI elective 3000- or 4000-level*

Languages Other Than English (LOTE) - Spanish, BS

Change effective: AY 2024-25

Change: Required Courses

*Additional Information: The changes requested include removing some courses, adding additional courses, and changing the course numbers to some courses. The courses in the program were changed to better align with TEA requirements and competencies, to create a seamless transfer from the AAT, and to be in compliance with THECB requirements.*

*Course Changes:*

*One elective is being changed to a required course that aligns with the LOTE certification exam as indicated by the Texas Education Agency (TEA)*

*The following courses are being removed:*

*DFST 1013 - Course removed from program*  
*SPAN 3020 - Introduction to Translation in Spanish*  
*SPAN 3060 - Spanish Composition and Conversation*  
*SPAN 3570 - Spanish in the Bilingual Classroom*  
*SPAN 2313 - Spanish for Heritage Speakers*

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.

*SPAN 3160 - Latin American Culture and Civilization*  
*SPAN 4360 - Survey of Spanish-American Literature*  
*EDUC 3320 - Course removed from program*  
*LING 3060 - Principles of Language Study*  
*EDEC 3613 - Introduction to Early Childhood Education*  
*EDRE 4450 - Reading and Writing, Birth through Grade 6*

*The following courses are being added:*

*EDUC 2301 Special Populations in place of EDSP 2310*  
*EDUC 1301 Intro to the Teaching Profession*  
*EDBE 3335 Bilingual Approaches to Content Learning*  
*EDSP 3310 Educating students with disabilities*  
*EDUC 3340 Assessment in Education*  
*EDUC 3330 Educational Psychology*  
*EDBE 3395 Teaching Spanish in the Schools: EC-12 Applications*

*The following courses have course number changes:*

*EDBE 4480 to EDBE 3335*  
*EDBE 4370 to EDBE 3345*  
*EDBE 4370 to EDBE 3345*  
*EDUC 4340 to EDUC 4345*  
*EDRE 4840 to EDRE 3380*  
*EDBE 4395 to EDBE 3395*

Education/EC-6 with Bilingual Education

Change effective: AY 2024-25

Change: Required Courses

*Additional Information: Program revisions are required for updated SLOs and alignment of standards set forth by the Texas Education Agency in preparation for bilingual teacher candidates in the following certification examinations: PPR (Pedagogy and Professional Responsibilities) STR (Science of Teaching Reading) EC-6 CORE (Academic Core Examination) Bilingual Supplemental Exam BTLPT Exam (Bilingual Teachers Language Proficiency Test) - Administered in Spanish.*

*Course Changes:*

*Courses have been arranged in the recommended course sequence according to content scaffolding for increased rigor and expectation.*

*Remove:*

*DFST 1301 Human Development - due to Field of Study requirements*  
*EDUC 3320 Foundations of Education - not needed; content is covered in other courses*  
*EDSP 2310 Introduction to Individuals with Disabilities - being replaced with EDSP 3310*  
*KINE 3551 Physical and Health Literacy - embedded in other courses*  
*MATH 1352 Algebra for Teachers MATH 1353 Geometry and Measurements for Teachers*  
*MATH 1354 Numbers and Operations for Teachers*  
*MATH 1355 Probability and Statistics for Teachers*  
*HIST 4700 Texas*  
*GEOG 1701 Earth Science*

All proposed changes are marked as such:

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Justifications or clarifications are italicized.

*AEAH 3170 Visual Arts Integration - not needed; content embedded in other program courses*  
*MUED 3130 Foundations in Music - not needed; content embedded in other program courses*  
*THEA 3130 Introduction to Creative Drama in the Elementary School - not needed; content embedded in other program courses*  
*PHYS 1210 Conceptual Physics*  
*BIOL 1082 Biology for Educators*  
*BIOL 1132 Environmental Science*  
*EDUC 4340 Classroom Mgmt & Instructional Assessment - replaced with EDUC 4345 and EDUC 3340*  
*LING 3060 Principles of Language Study - not needed; content is covered in other courses*  
*EDBE 4480 Bilingual Approaches to Content Learning - being replaced with EDBE 3335*  
*EDBE 4370 Teaching Literacy in Spanish - being replaced with EDBE 3370*  
*EDBE 4490 Teaching ESL EC-12 - being replaced with EDBE 3390*  
*EDRE 4450 Teaching Reading and Writing Birth - 6 - being replaced with EDRE 3350*  
*EDRE 4480 Assessment and Evaluation - being replaced with EDRE 3360*  
*EDRE 4861 Integrated Language Arts & Social Studies Instruction K-8- being replaced with EDRE 4310*

*Add:*

*EDSP 3310 Introduction to Special Populations*  
*EDUC 3330 Educational Psychology*  
*EDUC 4345 Classroom Management*  
*EDUC 3340 Assessment in Education*  
*EDBE 3390 Teaching ESL EC-12*  
*EDBE 3335 Bilingual Approaches to Content Learning*  
*EDBE 3370 Teaching Literacy in Spanish*  
*EDRE 3350 Reading and Writing Birth to 6 yo*  
*EDRE 3360 Assessment and Evaluation in Reading*  
*EDUC 4320 Teaching Social Studies in EC-8*  
*EDUC 4310 English, Language Arts, and Reading Methods in grades EC – 8*

Education/EC-6 with ESL

Change effective: AY 2024-25

Change: Required Courses

*Additional Information: Program revisions are required for updated SLOs and alignment of standards set forth by the Texas Education Agency in preparation for bilingual teacher candidates in the following certification examinations: PPR (Pedagogy and Professional Responsibilities), STR (Science of Teaching Reading), EC-6 CORE (Academic Core Examination), Bilingual Supplemental Exam BTLPT Exam (Bilingual Teachers Language Proficiency Test) - Administered in Spanish.*

*Course Changes:*

*Courses have been arranged in the recommended course sequence according to content scaffolding for increased rigor and expectation.*

*Remove:*

*DFST 1301 Human Development - due to Field of Study requirements*

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Justifications or clarifications are italicized.

*EDUC 3320 Foundations of Education - not needed; content is covered in other courses*  
*EDSP 2310 Introduction to Individuals with Disabilities - being replaced with EDSP 3310*  
*KINE 3551 Physical and Health Literacy - embedded in other courses*  
*MATH 1352 Algebra for Teachers*  
*MATH 1353 Geometry and Measurements for Teachers*  
*HIST 4700 Texas*  
*GEOG 1701 Earth Science*  
*AEAH 3170 Visual Arts Integration in the Elementary School, curriculum is embedded in other courses*  
*MUED 3130 Foundations of Music in the Elementary School, curriculum is embedded in other courses*  
*THEA 3130 Introduction to Creative Drama in the Elementary School, curriculum is embedded in other courses*  
*PHYS 1210 Conceptual Physics*  
*BIOL 1082 Biology for Educators*  
*BIOL 1132 Environmental Science*  
*MATH 1355 Probability and Statistics for Teachers*  
*EDUC 4340 Classroom Mgmt & Instructional Assessment - replaced with EDUC 4345*  
*EDBE 4490 Teaching ESL EC-12 - being replaced with EDBE 3390*  
*EDRE 4450 Teaching Reading and Writing Birth - 6 - being replaced with EDRE 3350*  
*EDRE 4480 Assessment and Evaluation - being replaced with EDRE 3360*  
*Math 1354 Numbers and Operations for Teachers*  
*EDRE 4861 ELAR Methods, replaced by EDUC 4310*

*Add:*

*EDSP 3310 Educating Students with Disabilities*  
*EDUC 3330 Educational Psychology*  
*EDUC 4345 Classroom Management*  
*EDUC 3340 Assessment in Education*  
*EDBE 3390 Teaching ESL EC-12*  
*EDRE 3350 Reading and Writing Birth to 6 yo*  
*EDRE 3360 Assessment and Evaluation*  
*EDUC 4320 Teaching Social Studies in EC-8*  
*EDUC 4310 Teaching English, Language Arts, and Reading, EC-8.*  
*EDUC 1301 Introduction to the Teaching Profession*  
*EDUC 2301 Introduction to Special Populations*  
*MATH 1314 Algebra for STEM Majors*

Grades EC-6 - Special Education EC-12

Change effective: AY 2024-25

Change: Program Name, Required Courses

*Additional Information: The current name of GRADES EC-6 – SPECIAL EDUCATION EC-12 is confusing as not all special education teachers only teach EC-6. UNTD has several special ed teacher candidates preparing to work with middle or high school students. Course Changes: EDSP 2310 Introduction to Individuals with Disabilities changed to EDSP 3310 Educating Students with Disabilities - to align with AAT requirements. SLOs and course description were also changed to represent TEA*

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requirements for all teacher candidates. EDSP 3240 name changed to represent course focus. New name is *Creating Collaborative and Inclusive Classrooms (formally Family Communications & Collaboration for Exceptional Learners)*. SLOs and course description were also changed to represent TEA requirements for special education teacher candidates. EDSP 3330 (formally 4330) *Advanced Educational Strategies of Exceptional Learners*. Course number changed to reflect it is a junior level course and not a senior level course. SLOs and course description were also changed to represent TEA requirements for special education teacher candidates.

*New Program Name: Special Education EC-12*

*Course Changes:*

*Remove:*

*MATH 1353 Geometry for Teachers - being replaced by MATH 1351*  
*MATH 1354 Numbers and Operations for Teachers - being replaced by MATH 1350*  
*DFST 1013 Human Development - removed due to FOS requirements*  
*EDSP 2310 Introduction to Individuals with Disabilities - being replaced with EDSP 3310*  
*EDUC 3320 Foundations of Education - not needed; content is covered in other courses*  
*EDRE 4840 Linguistically Diverse Learners - being replaced with EDBE 3380*  
*EDBE 4490 Teaching ESL EC-12 - being replaced with EDBE 3390*  
*LING 4030 Acquisition of English as a Second Language - not needed; content is covered in other courses*  
*EDRE 4850 Assessment and eval of Reading - being replaced by EDRE 3360*  
*EDRE 4861 Integ L Arts and SS Inst K-8 - being replaced by EDRE 4310*  
*EDRE 4450 Reading and writing B to Grade 6 - being replaced by EDRE 3350*  
*EDRE 4840 Linguistically diverse learners - being replaced by EDRE 3380*  
*EDEE 4330 Teaching science EC-8 - being replaced by EDUC 4330*  
*EDEE 4350 Teaching Math EC-8 - being replaced by EDUC 4350*

*Add:*

*Required Courses*  
*MATH 1350 Mathematics for Teachers I*  
*MATH 1351 Mathematics for Teachers II*  
*EDUC 1301 Introduction to the Teaching Profession*  
*EDUC 2301 Special Populations*  
*EDUC 3330 Educational Psychology*  
*EDUC 3310 Educating Students with Disabilities*  
*EDUC 3340 Assessment in Education*  
*EDBE 3390 Teaching ESL EC-12 Instructional Strategies and Resources*  
*EDBE 3480 Bilingual & Multiculturalism for English Language Learners: Issues and Perspectives*  
*EDRE 3360 Assessment and eval of Reading*  
*EDUC 4310 Teaching English, Language Arts, and Reading EC-8*  
*EDRE 3350 Reading and writing B to Grade 6*  
*EDRE 3380 Linguistically diverse learners*  
*EDUC 4330 Teaching science EC-8*  
*EDUC 4350 Teaching Math EC-8*

*Recommended Electives*

*Elementary*

*EDEC 3616 Introduction to Early Childhood Education*

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*EDEC 4633 Nurturing Children's Social Competence*  
*Secondary*  
*Math 3303 Advanced Study of the Secondary Math Curriculum*  
*Math 1316 Trigonometry*  
*GEOG 1710 Earth Science*  
*PHYS 1210 Conceptual Physics*  
*ENGL 3912 Topics in American Lit*  
*ENGL 4160 Advanced Expository Writing*  
*HIST 4700 Texas History*

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

V. Adjourned at 4:24 p.m.

**Respectfully submitted March 12, 2024**  
**Laila Mertz**  
**Executive Assistant to Provost and EVP of Academic Affairs**

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