Undergraduate Memo

Date: September 26, 2022
From: Dr. Alyse C. Hachey, Co-Chair, Department of Teacher Education
Through: Drs. Penelope Espinoza and Sang Min Shin, Co-Chairs, COED CC
Through: Dr. Clifton Tanabe, Dean, College of Education
To: Chair, University Undergraduate Curriculum Committee
Subject: Updates to the Bachelor of Science in Education (BSED) Degree- Round 2

The COED Teacher Education Department has an established undergraduate degree, the Bachelor of Science in Education (BSED). This degree program has 11 concentrations. We are submitting a curriculum proposal to make several programmatic changes under one of the degree concentrations, Education & Community Studies (BSED-EDCS). Additionally, we are making some changes to the degree plan in another concentration, Middle Grades with ESL Supplemental Certification (BSED-MESL).

The rationale for the proposed changes are:

- On the BSED-EDCS degree plan, we are replacing five elective courses (15 SCH) and one general education course (3 SCH) with six College of Education (COED) required courses (18 SCH). This change includes updating the designated list of COED required courses for this degree (to a total of 45 SCH COED required courses). As part of the new required courses on the degree plan, we are removing some currently designated courses, creating and adding six new courses and making changes to two courses. All of these changes are made to deepen the disciplinary focus and reflect up-to-date research/standards in the field of the program of study;

- On the BSED-MESL degree plan, we are moving two courses to different locations in the catalog copy, removing one course and adding two courses. These changes are made to reflect updated block scheduling and to remove a hidden pre-requisite which puts students over 120 hours for the bachelor degree by 5 SCH (this is not allowed for this Educator Preparation Program [EPP] by the Texas Higher Education Coordinating Board [THECB] and the Texas Education Agency [TEA]). These changes will streamline course offerings in this EPP degree pathway.

The specific curriculum changes found in this curriculum proposal are as follows:

Updates to BSED-EDCS Degree

- Some textual updates/amendments to the catalog narrative for the BSED-EDCS degree (See track-change catalog copy provided).
Changes to the current BSED-EDCS degree plan, including:
- Removal of CORE Course designations. Program faculty agree that students in this program would be better served self-selecting CORE Course options which best reflect their varied personal career goals, rather than any generically assigned designated CORE Courses (See track-change catalog degree plan copy provided).
- Changes to the degree plan so that it now includes 42 SCH CORE, 45 SCH COED Required Courses and 33 SCH Elective Courses (See track-change catalog degree plan copy provided).
- Removal of five courses in the “COED Required Coursework”, as four of these are not actually COED courses and one course is more relevant for students on EPP pathways (which this degree program is not). This program of study and to better meet the professional preparation needs of the students in this program. (See track-change catalog degree plan copy provided).
- Addition on the current degree plan of fourteen courses to the COED Required Course list (this list now includes both added required courses and added course options to fulfill required COED SCH). These changes to the degree plan include the creation of six new courses (See track-change catalog degree plan copy provided).

The creation of six new Teacher Education Courses (added to the updated BSED-EDCS plan in the COED Required Course list area), including:
- EDT 4374: Teaching in the Technology-Rich Classroom
- EDT 4375: Technology, Assistive Tools, and Issues of Access
- EDT 4376: Assessing, Planning & Implementing Technology Programs
- RED 4300: Children & Youth Literacy Education
- RED 4310: Adult Literacy in Practice
- STEM 4380: Informal Science Education
  (See Course Add Forms and Sample Syllabi provided)

Changes to two courses on the BSED-EDCS degree plans, including:
- BED 3344- Description Change (Note: this course is also on the BSED-ECCE degree plan; Program faculty agree that the change in course description better serves both the ECCE and the EDCS concentrations.)
- TED 3300- Description Change (Note: this course is only on the BSED-EDCS degree plan.)
  (See Course Change Forms provided)

Update to BSED-MESL Degree
- Changes are made to the BSED-MESL degree plan, including:
  - Removal of MATH 1411 from the degree plan (MATH 1411 has a 5 SCH pre-requisite of MATH 1508 which is currently acting as a hidden 5 extra SCH on this degree plan, making students go beyond 120 SCH to graduate. This is not allowed by THECB or TEA for EPP pathways).
  - Addition of two courses (MATH 1320 and BIOL 1103) to the degree plan (as the replacement SCH for the removed MATH 1411).
  - Moving STAT 1380 to now serve as the required Math CORE (This is moved to align with the BSED-MBIL degree plan progression.).
  - Moving TED 4355 to the Pre-EPP coursework section (Students take this course earlier in the new, blocked schedule progression).
  (See track-change catalog copy provided).
Update to BSED- Middle Grades Courses
In a review of the catalog, we found that three of the Middle Grades courses were missing their pre-
requisites and so we want to add them:
  ▪ MSED 4309- Change Pre-requisites
  ▪ BED 4311- Change Pre-requisites
  ▪ MSED 4311- Change Pre-requisites
    (See Course Change Forms provided)

This proposal was passed unanimously by the TED UG faculty committee on September 26, 2022. Please find along with this memo, all the required catalog copy changes and needed forms for this curriculum proposal. We thank you in advance for your time and consideration.
Proposal Title: Updates to the Bachelor of Science in Education (BSED) Degree- Round 2

College: Education  Department: Teacher Education

DEPARTMENT CHAIR- Dr. Alyse C. Hachey

I have read the enclosed proposal and approve this proposal on behalf of the department.

Dr. Alyse Hachey ___________________________ 9/26/2022 ___________________________

Signature Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Drs. Sang Min Shin & Penelope Espinoza

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Dr. Penelope Espinoza & Dr. Sang Min Shin ___________________________ 10/13/2022 ___________________________

Signature Date

COLLEGE DEAN – Dr. Clifton Tanabe

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Dr. Clifton Tanabe ___________________________ 10/17/2022 ___________________________

Signature Date
COURSE ADD

All fields below are required

College:  Education    Department:  Teacher Education

Effective Term:  SP 23

Rationale for adding the course:
This course focuses on the integration of curriculum development and instructional technology, particularly in the
STEM and literacy education areas. Students will gain practical knowledge and develop technology skills. The course
will allow students concentrating in Community and Education Studies to use this knowledge/skills to integrate
technology effectively in community-based education settings.

All fields below are required

Subject Prefix and #  EDT 4374

Title (29 characters or fewer):  Teach in Tech-Rich Classroom

Dept. Administrative Code:  0850

CIP Code  13.0101.00

Departmental Approval Required  ☒Yes  ☐No

Course Level  ☒UG  ☐GR  ☐DR  ☐SP

Course will be taught:  ☐Face-to-Face  ☒Online  ☒Hybrid

Course minimum grade:  if N leave blank, if Y provide grade

• How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the “Three Repeat Rule?”  ☐Yes  ☒No

Grading Mode:  ☒Standard  ☐Pass/Fail  ☐Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)
This course examines the integration of curriculum development and instructional technology, particularly in the STEM
and literacy education areas. It develops teacher knowledge and skill in using multimedia authoring programs; use of
video editing, sound editing, and image editing; and use of online Web 2.0 resources. Students will gain deeper
knowledge of theories relevant to teaching in a technology-rich classroom, as well as gain technical skills. Keywords:
Educational technology, technology-rich classroom.

Contact Hours (per week):  3 Lecture Hours    Lab Hours    Other
Types of Instruction (Schedule Type): Select all that apply

☒ A Lecture  ☐ H Thesis
☐ B Laboratory  ☐ I Dissertation
☐ C Practicum  ☐ K Lecture/Lab Combined
☐ D Seminar  ☐ O Discussion or Review (Study Skills)
☐ E Independent Study  ☐ P Specialized Instruction
☐ F Private Lesson ☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses):

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
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<tbody>
<tr>
<td>Course Number/Placement Test</td>
<td>Minimum Grade Required/Test Scores</td>
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Corequisite Course(s):

Equivalent Course(s):

Restrictions:
Classification  Sophomore
Major  BSED
The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.
Sample Syllabus
EDT 4374: Teaching in the Technology-Rich Classroom

Course Instructor

Daniel Tillman, Ph.D.
Office: Education Building, Room 201A
Email: datillman@utep.edu
Office Hours: Wednesdays, 10:30 AM – 12:40 PM, and by appointment

Email is the best way to contact me. Please send all your queries regarding the course to my UTEP Email (datillman@utep.edu). Use of the Blackboard mailing system to reach me is not recommended. I answer emails within 48 hours of receiving them.

Course Description

This course examines the integration of curriculum development and instructional technology, particularly in the STEM and literacy education areas. It develops teacher knowledge and skill in using multimedia authoring programs; use of video editing, sound editing, and image editing; and use of online Web 2.0 resources. Students will gain deeper knowledge of theories relevant to teaching in a technology-rich classroom, as well as gain technical skills.

Course Objectives

This course examines the integration of curriculum development and instructional technology particularly in the STEM and literacy education areas and the theories that support integration of STEM and literacy curriculum, including cognitive science, situated cognition, social-cultural theory, and TPACK (technological, pedagogical, and content knowledge), along with technologies that support STEM and literacy education integration and eLearning such as telecommunications, multimedia applications, and emerging innovations. This course critiques aspects of STEM and literacy education such as digital equity, technology policies, market/political forces, and career opportunities, in terms of their impact on students in multicultural and multilingual settings.

By the end of the class, students in EDT 4374 should have developed an understanding of learning theories relevant to pedagogy in the technology-rich classroom, as well as demonstrated proficiency with several technical skills relevant to the themes of the class.

The learning theories with connections to course topics that we will examine are:
1) Employ concepts from the TPACK framework, constructivist learning, gamification, and makification pedagogical strategies to develop skills in pedagogy in the technology-rich classroom.

2) Employ concepts from research-based curricula and cognitive load theory to develop knowledge and skills pertaining to pedagogy in the technology-rich classroom.

3) Employ the gamification and makification entertainment-education strategies to develop further understanding of the principles of educational technology for prospective and in-service teachers, particularly as pertains to pedagogy in the technology-rich classroom.

4) Employ multiple contemporary learning theories and pedagogical strategies to become better prepared to meet national and state standards for using technology to improve pedagogy in the technology-rich classroom.

In addition to demonstrating proficiency with application of relevant learning theories to course topics, by the end of the class, students will also have demonstrated basic proficiency with several interrelated technical skills, including

1) Develop knowledge and skills in using Web 2.0 tools for instruction (NSTE-T 1d, 3a, 3d)
2) Understand how to design technology-rich lessons (NSTE-T 2a, 2b)
3) Understand how to use technology tools for continuing professional development. (NSTE-T 5a, 5c)


Late Assignments

Late assignments are accepted, but 10% will be deducted for late submission.

Class Attendance

There is no class attendance required for the online asynchronous class sections of this course.

Time Commitment

The standard workload for a university course requires a minimum of two hours of study time for every class hour. All course work, both in and outside class, should be of high quality and reflect your development as an aspiring technology-savvy teacher.

Course Schedule Changes
The course instructor reserves the right to adjust the course syllabus or change assignments as needed. I will give you ample notice prior to any changes.

Technical Assistance

If you have technical problems, please contact the UTEP Helpdesk: M-F: 7AM-8PM, Sat: 9AM-1PM, Sun: 12-4PM. On-campus phones: 915-747-5257 Off-campus phones: 915-747-4357. If you are on-campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center or the Technology Support Center in #300 Library.

Student with a Disability Statement

Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, states that if a student needs an accommodation, then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS). You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and the Center for Accommodations and Support Services (CASS) at The University of Texas at El Paso.

Academic Dishonesty statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying data on lab reports.

Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one’s own. And, collusion involves collaborating with another person to commit any academically dishonest act. More information about scholastic dishonesty can be found on this site.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action.

Course Readings

There is no textbook required for this course. All course materials will be posted on Blackboard for you to download. You should read the required readings and prepare for discussion in class. Links to multimedia materials will also be provided.
Assignments

Assignments (65 points)
Each class, students will be given an assignment to practice the skills or reflect on the ideas taught. Instructions on assignments will be provided in class and posted online afterwards. It is important that students complete assignments in a timely manner. Missing any assignments will decrease your chance of getting a good grade in this class.

Final Project (20 points)

The final project will be a culmination of the work you did in the assignments. So long as you complete all of the assignments then you should not have any difficulties with the final project. The final project will include multiple components, all of which will be submitted via your Blackboard account, and the specific criteria for which will be articulated through the assignment descriptions.

Final Exam (15 points)

A final exam will be conducted to test students on the content that was taught in the first and second half of the semester. The final exam will be primarily open-ended short essay questions and will be submitted via Blackboard near the end of the semester.

Grading

Total possible: 100 points

A: 90-100 points / B: 80-89 points / C: 70-79 points / D: 60-69 points / F: 0-59 points
## Course Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Week</th>
<th>Coursework Due</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8/22–8/28</td>
<td>Module 1 due 8/28: Digital literacy assessment and resources.</td>
</tr>
<tr>
<td>2</td>
<td>8/29–9/4</td>
<td>Module 2 due 9/4: Integration of technology into classrooms.</td>
</tr>
<tr>
<td>3</td>
<td>9/5–9/11</td>
<td>Module 3 due 9/11: Increase student engagement via technology.</td>
</tr>
<tr>
<td>4</td>
<td>9/12–9/18</td>
<td>Module 4 due 9/18: Digital skills for technology-rich classrooms.</td>
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<tr>
<td>6</td>
<td>9/26–10/2</td>
<td>Module 6 due 10/2: Types of technology adopters.</td>
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<tr>
<td>7</td>
<td>10/3–10/8</td>
<td>Module 7 due 10/8: Innovative educational technologies.</td>
</tr>
<tr>
<td>8</td>
<td>10/9–10/16</td>
<td>Module 8 due 10/16: Evolution of educational technologies.</td>
</tr>
<tr>
<td>10</td>
<td>10/24–10/30</td>
<td>Module 10 due 10/30: Gamification as a pedagogy in technology-rich classrooms.</td>
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</tbody>
</table>
# Rubric for Assignments

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard to be Achieved for Earning this Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Fully achieves the goals and objectives of the coursework, has made accurate observations, drawn insightful conclusions or extensions, and shows clear understanding of concepts. Communicates effectively. Completed on time.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Addresses all aspects of coursework, but goals and objectives may not be fully met. Student displays understanding of main concepts, although some less important ideas may not be in place. Results may be incomplete or not clearly presented.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Important goals or objectives of the coursework are not met. Work may need redirection. Gaps in conceptual understanding are present. Student’s approach to coursework may lead away from coursework completion. Attempts communication.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Goals and objectives of the coursework are not met. Shows little or no evidence of appropriate reasoning. Presents fragmented understanding of concepts. Presents erroneous or extraneous conclusions.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>Does not attempt coursework.</td>
</tr>
</tbody>
</table>
APPENDIX A: TExES Competencies Addressed during Course

DOMAIN I—TECHNOLOGY APPLICATIONS CORE
Competency 001. The teacher knows technology terminology and concepts; the appropriate use of hardware, software, and digital files; and how to acquire, analyze, and evaluate digital information.

Competency 002. The teacher knows how to use technology tools to solve problems, evaluate results, and communicate information in a variety of formats for diverse audiences.

Competency 003. The teacher knows how to plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.

DOMAIN II—DIGITAL GRAPHICS/ANIMATION AND DESKTOP PUBLISHING
Competency 004. The teacher demonstrates knowledge of the principles of design and their application to digital graphics/animation products.

Competency 005. The teacher demonstrates knowledge of principles of typography and page design and knows how to use technology tools to create desktop publishing products.

Competency 006. The teacher knows how to use graphics, animation, and desktop publishing software to produce products that convey a specified message to an intended audience.

DOMAIN III—VIDEO TECHNOLOGY AND MULTIMEDIA
Competency 007. The teacher knows how to produce and distribute digital video and multimedia products.

Competency 008. The teacher demonstrates knowledge of strategies and techniques used in the preproduction, production, and postproduction of video products.

Competency 009. The teacher knows how to design, produce, and distribute multimedia products.

DOMAIN IV—WEBMASTERING
Competency 010. The teacher demonstrates knowledge of strategies and techniques for Web site administration.

Competency 011. The teacher knows principles of Web page design and uses a variety of tools and techniques to design and troubleshoot Web pages for a diverse audience.

Competency 012. The teacher knows how to use Web pages to communicate and interact effectively with others.
APPENDIX B: TEA Test Frameworks Addressed during Course

10 Competency 009 (Reading, Inquiry, and Research)
The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.
The beginning teacher:
A. Teaches students to develop open-ended research questions and a plan (e.g., timeline) to locate, retrieve, and record information from a range of content-area, narrative, and expository texts
B. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., manipulatives, examples, graphic organizers)
C. Selects and uses instructional strategies to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve, and record information from technologies, print resources, and experts
D. Selects and uses instructional strategies to help students understand study and inquiry skills across the curriculum (e.g., brainstorming; generating questions and topics; using text organizers; taking notes; outlining; drawing conclusions; applying critical-thinking skills; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; selecting relevant sources of information; using multiple sources of information; recognizing identifying features of sources, including primary and secondary sources; interpreting and using graphic sources of information) and knows the significance of organizing information from multiple sources for student learning and achievement
E. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS) (e.g., in kindergarten, use pictures in conjunction with writing to document research; in fifth-sixth grade, refine research through use of secondary questions)
F. Provides instruction to develop a topic sentence, summarize findings, and use evidence to support conclusions
G. Understands how to foster collaboration with peers, families, and with other professionals to promote all students’ ability to develop effective research and comprehension skills in the content areas

13 Competency 012 (Viewing and Representing)
The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media, including electronic, and provides students with opportunities to develop skills in this area.
The beginning teacher:
A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS)
B. Understands and teaches the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform
C. Teaches students to compare and contrast print, visual, and electronic media, including levels of formality and informality (e.g., email, Web-based news article, blogs)
D. Teaches students to evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings, and provides students with opportunities to interpret and evaluate visual images in various media
E. Knows how to teach students to analyze visual image makers’ choices (e.g., style, elements, media) and evaluate how those choices help represent or extend meaning
F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to compare ideas and
points of view

G. Knows steps and procedures for teaching students to produce visual images and messages with various meanings to communicate with others

H. Teaches students how to select, organize, and produce visuals to complement and extend meanings

I. Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium, and presentation contribute to the message

J. Understands how to foster collaboration with families and with other professionals to promote students’ development of media literacy

**Competency 014 (Mathematics Instruction)**

The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize, and implement instruction and assess learning.

The beginning teacher:

A. Plans appropriate instructional activities for all students by applying research-based theories and principles of learning mathematics

B. Employs instructional strategies that build on the linguistic, cultural, and socioeconomic diversity of students and that relate to students’ lives and communities

C. Plans and provides developmentally appropriate instruction that establishes transitions between concrete, symbolic, and abstract representations of mathematical knowledge and that builds on students’ strengths and addresses their needs

D. Understands how manipulatives and technological tools can be used appropriately to assist students in developing, comprehending, and applying mathematical concepts

E. Creates a learning environment that motivates all students and actively engages them in the learning process by using a variety of interesting, challenging, and worthwhile mathematical tasks in individual, small-group, and large-group settings

F. Uses a variety of tools (e.g., counters, standard and nonstandard units of measure, rulers, protractors, scales, stopwatches, measuring containers, money, calculators, software) to strengthen students’ mathematical understanding

G. Implements a variety of instructional methods and tasks that promote students’ ability to do the mathematics described in the Texas Essential Knowledge and Skills (TEKS)

H. Develops clear learning goals to plan, deliver, assess, and reevaluate instruction based on the mathematics in the Texas Essential Knowledge and Skills (TEKS)

I. Helps students make connections between mathematics and the real world, as well as between mathematics and other disciplines such as art, music, science, social science, and business

J. Uses a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking

K. Uses a variety of formal and informal assessments and scoring procedures to evaluate mathematical understanding, common misconceptions, and error patterns

L. Understands the relationship between assessment and instruction and knows how to evaluate assessment results to design, monitor, and modify instruction to improve mathematical learning for all students, including English-language learners

M. Understands the purpose, characteristics, and uses of various assessments in mathematics, including formative and summative assessments

N. Understands how mathematics is used in a variety of careers and professions and plans instruction that demonstrates how mathematics is used in the workplace
Competency 016 (Patterns and Algebra)
The teacher understands concepts related to patterns, relations, functions, and algebraic reasoning. The beginning teacher:
A. Illustrates relations and functions using concrete models, tables, graphs, and symbolic and verbal representations, including real-world applications
B. Demonstrates an understanding of the concept of linear function using concrete models, tables, graphs, and symbolic and verbal representations
C. Understands how to use algebraic concepts and reasoning to investigate patterns, make generalizations, formulate mathematical models, make predictions, and validate results
D. Formulates implicit and explicit rules to describe and construct sequences verbally, numerically, graphically, and symbolically
E. Knows how to identify, extend, and create patterns using concrete models, figures, numbers, and algebraic expressions
F. Uses properties, graphs, linear and nonlinear functions, and applications of relations and functions to analyze, model, and solve problems in mathematical and real-world situations
G. Translates problem-solving situations into expressions and equations involving variables and unknowns
H. Models and solves problems, including those involving proportional reasoning, using concrete, numeric, tabular, graphic, and algebraic methods (e.g., using ratios and percent with fractions and decimals)
I. Determines the linear function that best models a set of data
J. Understands and describes the concepts of and relationships among variables, expressions, equations, inequalities, and systems in order to analyze, model, and solve problems
K. Applies algebraic methods to demonstrate an understanding of whole numbers using any of the four basic operations

Competency 019 (Mathematical Processes)
The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics. The beginning teacher:
A. Understands the role of logical reasoning in mathematics and uses formal and informal reasoning to explore, investigate, and justify mathematical ideas
B. Applies correct mathematical reasoning to derive valid conclusions from a set of premises
C. Applies principles of inductive reasoning to make conjectures and uses deductive methods to evaluate the validity of conjectures
D. Evaluates the reasonableness of a solution to a given problem
E. Understands connections among concepts, procedures, and equivalent representations in areas of mathematics (e.g., algebra, geometry)
F. Recognizes that a mathematical problem can be solved in a variety of ways and selects an appropriate strategy for a given problem
G. Expresses mathematical statements using developmentally appropriate language, Standard English, mathematical language, and symbolic mathematics
H. Communicates mathematical ideas using a variety of representations (e.g., numeric, verbal, graphic, pictorial, symbolic, concrete)
I. Demonstrates an understanding of the use of visual media such as graphs, tables, diagrams, and animations to communicate mathematical information

J. Demonstrates an understanding of estimation, including the use of compatible numbers, and evaluates its appropriate uses

K. Knows how to use mathematical manipulatives and a wide range of appropriate technological tools to develop and explore mathematical concepts and ideas

L. Demonstrates knowledge of the history and evolution of mathematical concepts, procedures, and ideas

M. Recognizes the contributions that different cultures have made to the field of mathematics and the impact of mathematics on society and cultures

N. Demonstrates an understanding of financial literacy concepts and their application as it relates to teaching students (e.g., describes the basic purpose of financial institutions, distinguishes the difference between gross and net income, identifies various savings options, defines different types of taxes, identifies the advantages and disadvantages of different methods of payments savings and credit uses and responsibilities)

O. Applies mathematics to model and solve problems to manage financial resources effectively for lifetime financial security as it relates to teaching students (e.g., distinguishes between fixed and variable expenses, calculates profit in a given situation, develops a system for keeping and using financial records, describes actions that might be taken to develop and balance a budget when expenses exceed income

**Competency 025 (Lab Processes, Equipment, and Safety)**

The teacher understands how to manage learning activities, tools, materials, equipment, and technologies to ensure the safety of all students.

The beginning teacher:

A. Understands safety regulations and guidelines for science facilities and science instruction

B. Knows procedures for and sources of information regarding the appropriate handling, use, disposal, care, and maintenance of chemicals, materials, specimens, and equipment

C. Knows procedures for the safe handling and ethical care and treatment of organisms and specimens

D. Selects and safely uses appropriate tools, technologies, materials, and equipment needed for instructional activities

E. Understands concepts of precision, accuracy, and error with regard to reading and recording numerical data from a scientific instrument

F. Understands how to gather, organize, display, and communicate data in a variety of ways (e.g., charts, tables, graphs, diagrams, written reports, oral presentations)

G. Understands the international system of measurement (i.e., metric system) and performs unit conversions within measurement systems including the use of non-standard units
COURSE ADD

All fields below are required

College: Education  Department: Teacher Education

Effective Term: SP 23

Rationale for adding the course:
This course focuses on assistive technology tools for PreK-12 students, as well as techniques for school-based and community-based educators. Emphasis is placed on legal issues regarding technology access and equity. Students will gain practical knowledge and develop technology skills. The course will allow students concentrating in Community and Education Studies to use gained knowledge/skills to integrate technology effectively and inclusively in community-based education settings.

All fields below are required

Subject Prefix and #  EDT 4375

Title (29 characters or fewer): Tech, Assist Tools & Access

Dept. Administrative Code: 0850

CIP Code 13.0101.00

Departmental Approval Required ☒Yes ☐No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☐ Face-to-Face ☒Online ☒Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the “Three Repeat Rule?” ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)
This course focuses on assistive technology tools for PreK-12 students, as well as techniques for educators, both in school-based and community-based classrooms. Emphasis is placed on legal issues regarding technology access and equity. Students will gain skill in the application of technology tools, and the integration of technology in curricula and instructional design. Keywords: Educational technology, assistive technology.

Contact Hours (per week):  3 Lecture Hours  Lab Hours  Other
Types of Instruction (Schedule Type): Select all that apply
- ☒ A Lecture
- ☐ B Laboratory
- ☐ C Practicum
- ☐ D Seminar
- ☐ E Independent Study
- ☐ F Private Lesson
- ☐ H Thesis
- ☐ I Dissertation
- ☐ K Lecture/Lab Combined
- ☐ O Discussion or Review (Study Skills)
- ☐ P Specialized Instruction
- ☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses):

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>Course Number/Placement Test</th>
<th>Minimum Grade Required/Test Scores</th>
<th>Concurrent Enrollment Permitted? (Y/N)</th>
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Corequisite Course(s):

Equivalent Course(s):

Restrictions:

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<tr>
<th>Classification</th>
<th>Sophmore</th>
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<td>Major</td>
<td>BSED</td>
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</table>

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.
Sample Syllabus
EDT 4375: Technology, Assistive Tools, and Issues of Access

Course Instructor
Daniel Tillman, Ph.D.
Office: Education Building, Room 201A
Email: datillman@utep.edu
Office Hours: Wednesdays, 2:30 PM – 4:40 PM, and by appointment

Email is the best way to contact me. Please send all your queries regarding the course to my UTEP Email (datillman@utep.edu). Use of the Blackboard mailing system to reach me is not recommended. I answer emails within 48 hours of receiving them.

Course Description
This course focuses on assistive technology tools for PreK-12 students, as well as techniques for educators, both in school-based and community-based classrooms. Emphasis is placed on legal issues regarding technology access and equity. Students will gain skill in the application of technology tools, and the integration of technology in curricula and instructional design.

Course Objectives
By the end of the class, students should have developed an understanding of learning theories relevant to assistive technology, as well as demonstrated proficiency with several technical skills relevant to the themes of the class.

Students will learn about assistive technology tools and techniques for the classroom teacher, as well as legal issues regarding technology access and equity.

Students will also develop further understanding of the principles of educational technology for teachers, including terminology, historical development, social and ethical implications, proficiency in the application of technology tools, and integration of technology in curricula and instructional design.

This course is designed to help prepare teachers to meet national and state standards for using technology to improve productivity and integrating technology into teaching as an instructional tool.

Late Assignments

Late coursework is accepted, but 10% will be deducted for each week of late submission unless a no-penalty extension is requested by student and approved by instructor.
Class Attendance

There is no class attendance required for the online asynchronous class sections of this course.

Time Commitment

The standard workload for a university course requires a minimum of two hours of study time for every class hour. All course work, both in and outside class, should be of high quality and reflect your development as an aspiring technology-savvy teacher.

Course Schedule Changes

The course instructor reserves the right to adjust the course syllabus or change assignments as needed. I will give you ample notice prior to any changes.

Technical Assistance

If you have technical problems, please contact the UTEP Helpdesk: M-F: 7AM-8PM, Sat: 9AM-1PM, Sun: 12-4PM. On-campus phones: 915-747-5257 Off-campus phones: 915-747-4357. If you are on-campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center or the Technology Support Center in #300 Library.

Student with a Disability Statement

Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, states that if a student needs an accommodation, then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS). You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and the Center for Accommodations and Support Services (CASS) at The University of Texas at El Paso.

Academic Dishonesty statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying data on lab reports.
Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. More information about scholastic dishonesty can be found on this site. 


Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action.

Course Readings

There is no textbook required for this course. All course materials will be posted on Blackboard for you to download. You should read the required readings and prepare for discussion in class. Links to multimedia materials will also be provided.

Assignments

Coursework (65 points)

During each week of this class, students will complete one module of coursework activities in Blackboard. It is essential to complete the coursework on time, both to receive full credit, and because many of the activities are built on the materials created in previous coursework.

It is important that students complete the coursework in a timely manner, but it is more important that coursework get completed before moving to the next module of coursework activities—missing any of the coursework activities will decrease your likelihood of getting a desirable grade in this class.

Final project (20 points)

The final project will be a portfolio representing a culmination of the work you did in the coursework activities. So long as you complete all of the coursework on time and meet all criteria then you should not have any difficulties with the final project. The final project will include several components, all of which will be submitted via a Final Project near the end of the semester.

Final exam (15 points)

At the end of the course, a final exam will be conducted to test students on the content that was taught in the first and second half of the semester. The final exam will be primarily open-ended short essay questions and will be submitted via Blackboard near the end of the semester.

Grading
A: The key to getting an “A” grade in this class is completing all the coursework activities before the deadlines, making sure they are meeting the described criteria.

B: If you either meet all the criteria but coursework activities are consistently late, or coursework activities are done on time but do not meet the described criteria, then you will most likely earn a “B” in this class.

C or worse: If you do not meet the described criteria plus coursework activities are consistently completed late then please contact me so we can discuss options for taking an Incomplete or Withdrawing from the class. If you take an Incomplete, then you will have up to 12-months to complete the coursework activities, but can only get a maximum grade of B.

Total possible: 100 points

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

**Rubric for Assignments**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard to be Achieved for Earning this Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Fully achieves the goals and objectives of the coursework, has made accurate observations, drawn insightful conclusions or extensions, and shows clear understanding of concepts. Communicates effectively. Completed on time.</td>
</tr>
<tr>
<td>B</td>
<td>Addresses all aspects of coursework, but goals and objectives may not be fully met. Student displays understanding of main concepts, although some less important ideas may not be in place. Results may be incomplete or not clearly presented.</td>
</tr>
<tr>
<td>C</td>
<td>Important goals or objectives of the coursework are not met. Work may need redirection. Gaps in conceptual understanding are present. Student’s approach to coursework may lead away from coursework completion. Attempts communication.</td>
</tr>
<tr>
<td>D</td>
<td>Goals and objectives of the coursework are not met. Shows little or no evidence of appropriate reasoning. Presents fragmented understanding of concepts. Presents erroneous or extraneous conclusions.</td>
</tr>
<tr>
<td>F</td>
<td>Does not attempt coursework.</td>
</tr>
</tbody>
</table>
## Course Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Week</th>
<th>Coursework Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18–1/23</td>
<td>Module 1 due 1/23: Identification of digital literacy resources.</td>
</tr>
<tr>
<td>2</td>
<td>1/24–1/30</td>
<td>Module 2 due 1/30: Universal design.</td>
</tr>
<tr>
<td>3</td>
<td>1/31–2/6</td>
<td>Module 3 due 2/6: Differentiated instruction.</td>
</tr>
<tr>
<td>4</td>
<td>2/7–2/13</td>
<td>Module 4 due 2/13: Innovative assistive technologies.</td>
</tr>
<tr>
<td>5</td>
<td>2/14–2/20</td>
<td>Module 5 due 2/20: Professional development for assistive technologies.</td>
</tr>
<tr>
<td>14</td>
<td>4/18–4/24</td>
<td>Module 14 due 4/24: Final Project is a digital portfolio of coursework.</td>
</tr>
<tr>
<td>15</td>
<td>4/25–5/1</td>
<td>Final Exam due 5/1: Final Exam due by midnight on 5/1.</td>
</tr>
</tbody>
</table>
APPENDIX A: TExES Competencies Addressed during Course

DOMAIN I—TECHNOLOGY APPLICATIONS CORE
Competency 001. The teacher knows technology terminology and concepts; the appropriate use of hardware, software, and digital files; and how to acquire, analyze, and evaluate digital information.

Competency 002. The teacher knows how to use technology tools to solve problems, evaluate results, and communicate information in a variety of formats for diverse audiences.

Competency 003. The teacher knows how to plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.

DOMAIN II—DIGITAL GRAPHICS/ANIMATION AND DESKTOP PUBLISHING
Competency 004. The teacher demonstrates knowledge of the principles of design and their application to digital graphics/animation products.

Competency 005. The teacher demonstrates knowledge of principles of typography and page design and knows how to use technology tools to create desktop publishing products.

Competency 006. The teacher knows how to use graphics, animation, and desktop publishing software to produce products that convey a specified message to an intended audience.

DOMAIN III—VIDEO TECHNOLOGY AND MULTIMEDIA
Competency 007. The teacher knows how to produce and distribute digital video and multimedia products.

Competency 008. The teacher demonstrates knowledge of strategies and techniques used in the preproduction, production, and postproduction of video products.

Competency 009. The teacher knows how to design, produce, and distribute multimedia products.

DOMAIN IV—WEBMASTERING
Competency 010. The teacher demonstrates knowledge of strategies and techniques for Web site administration.

Competency 011. The teacher knows principles of Web page design and uses a variety of tools and techniques to design and troubleshoot Web pages for a diverse audience.

Competency 012. The teacher knows how to use Web pages to communicate and interact effectively with others.
APPENDIX B: TEA Test Frameworks Addressed during Course

10 Competency 009 (Reading, Inquiry, and Research)
The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.
The beginning teacher:
A. Teaches students to develop open-ended research questions and a plan (e.g., timeline) to locate, retrieve, and record information from a range of content-area, narrative, and expository texts
B. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., manipulatives, examples, graphic organizers)
C. Selects and uses instructional strategies to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve, and record information from technologies, print resources, and experts
D. Selects and uses instructional strategies to help students understand study and inquiry skills across the curriculum (e.g., brainstorming; generating questions and topics; using text organizers; taking notes; outlining; drawing conclusions; applying critical-thinking skills; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; selecting relevant sources of information; using multiple sources of information; recognizing identifying features of sources, including primary and secondary sources; interpreting and using graphic sources of information) and knows the significance of organizing information from multiple sources for student learning and achievement
E. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS) (e.g., in kindergarten, use pictures in conjunction with writing to document research; in fifth-sixth grade, refine research through use of secondary questions)
F. Provides instruction to develop a topic sentence, summarize findings, and use evidence to support conclusions
G. Understands how to foster collaboration with peers, families, and with other professionals to promote all students’ ability to develop effective research and comprehension skills in the content areas

13 Competency 012 (Viewing and Representing)
The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media, including electronic, and provides students with opportunities to develop skills in this area.
The beginning teacher:
A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS)
B. Understands and teaches the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform
C. Teaches students to compare and contrast print, visual, and electronic media, including levels of formality and informality (e.g., email, Web-based news article, blogs)
D. Teaches students to evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings, and provides students with opportunities to interpret and evaluate visual images in various media
E. Knows how to teach students to analyze visual image makers’ choices (e.g., style, elements, media) and evaluate how those choices help represent or extend meaning
F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to compare ideas and
points of view
G. Knows steps and procedures for teaching students to produce visual images and messages with various meanings to communicate with others
H. Teaches students how to select, organize, and produce visuals to complement and extend meanings
I. Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium, and presentation contribute to the message
J. Understands how to foster collaboration with families and with other professionals to promote students’ development of media literacy

Competency 014 (Mathematics Instruction)
The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize, and implement instruction and assess learning.
The beginning teacher:
A. Plans appropriate instructional activities for all students by applying research-based theories and principles of learning mathematics
B. Employs instructional strategies that build on the linguistic, cultural, and socioeconomic diversity of students and that relate to students’ lives and communities
C. Plans and provides developmentally appropriate instruction that establishes transitions between concrete, symbolic, and abstract representations of mathematical knowledge and that builds on students’ strengths and addresses their needs
D. Understands how manipulatives and technological tools can be used appropriately to assist students in developing, comprehending, and applying mathematical concepts
E. Creates a learning environment that motivates all students and actively engages them in the learning process by using a variety of interesting, challenging, and worthwhile mathematical tasks in individual, small-group, and large-group settings
F. Uses a variety of tools (e.g., counters, standard and nonstandard units of measure, rulers, protractors, scales, stopwatches, measuring containers, money, calculators, software) to strengthen students’ mathematical understanding
G. Implements a variety of instructional methods and tasks that promote students’ ability to do the mathematics described in the Texas Essential Knowledge and Skills (TEKS)
H. Develops clear learning goals to plan, deliver, assess, and reevaluate instruction based on the mathematics in the Texas Essential Knowledge and Skills (TEKS)
I. Helps students make connections between mathematics and the real world, as well as between mathematics and other disciplines such as art, music, science, social science, and business
J. Uses a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking
K. Uses a variety of formal and informal assessments and scoring procedures to evaluate mathematical understanding, common misconceptions, and error patterns
L. Understands the relationship between assessment and instruction and knows how to evaluate assessment results to design, monitor, and modify instruction to improve mathematical learning for all students, including English-language learners
M. Understands the purpose, characteristics, and uses of various assessments in mathematics, including formative and summative assessments
N. Understands how mathematics is used in a variety of careers and professions and plans instruction that demonstrates how mathematics is used in the workplace

Tillman, EDT 4375
Competency 016 (Patterns and Algebra)
The teacher understands concepts related to patterns, relations, functions, and algebraic reasoning.
The beginning teacher:
A. Illustrates relations and functions using concrete models, tables, graphs, and symbolic and verbal representations, including real-world applications
B. Demonstrates an understanding of the concept of linear function using concrete models, tables, graphs, and symbolic and verbal representations
C. Understands how to use algebraic concepts and reasoning to investigate patterns, make generalizations, formulate mathematical models, make predictions, and validate results
D. Formulates implicit and explicit rules to describe and construct sequences verbally, numerically, graphically, and symbolically
E. Knows how to identify, extend, and create patterns using concrete models, figures, numbers, and algebraic expressions
F. Uses properties, graphs, linear and nonlinear functions, and applications of relations and functions to analyze, model, and solve problems in mathematical and real-world situations
G. Translates problem-solving situations into expressions and equations involving variables and unknowns
H. Models and solves problems, including those involving proportional reasoning, using concrete, numeric, tabular, graphic, and algebraic methods (e.g., using ratios and percent with fractions and decimals)
I. Determines the linear function that best models a set of data
J. Understands and describes the concepts of and relationships among variables, expressions, equations, inequalities, and systems in order to analyze, model, and solve problems
K. Applies algebraic methods to demonstrate an understanding of whole numbers using any of the four basic operations

Competency 019 (Mathematical Processes)
The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics.
The beginning teacher:
A. Understands the role of logical reasoning in mathematics and uses formal and informal reasoning to explore, investigate, and justify mathematical ideas
B. Applies correct mathematical reasoning to derive valid conclusions from a set of premises
C. Applies principles of inductive reasoning to make conjectures and uses deductive methods to evaluate the validity of conjectures
D. Evaluates the reasonableness of a solution to a given problem
E. Understands connections among concepts, procedures, and equivalent representations in areas of mathematics (e.g., algebra, geometry)
F. Recognizes that a mathematical problem can be solved in a variety of ways and selects an appropriate strategy for a given problem
G. expresses mathematical statements using developmentally appropriate language, Standard English, mathematical language, and symbolic mathematics
H. Communicates mathematical ideas using a variety of representations (e.g., numeric, verbal, graphic, pictorial, symbolic, concrete)
I. Demonstrates an understanding of the use of visual media such as graphs, tables, diagrams, and animations to communicate mathematical information

J. Demonstrates an understanding of estimation, including the use of compatible numbers, and evaluates its appropriate uses

K. Knows how to use mathematical manipulatives and a wide range of appropriate technological tools to develop and explore mathematical concepts and ideas

L. Demonstrates knowledge of the history and evolution of mathematical concepts, procedures, and ideas

M. Recognizes the contributions that different cultures have made to the field of mathematics and the impact of mathematics on society and cultures

N. Demonstrates an understanding of financial literacy concepts and their application as it relates to teaching students (e.g., describes the basic purpose of financial institutions, distinguishes the difference between gross and net income, identifies various savings options, defines different types of taxes, identifies the advantages and disadvantages of different methods of payments savings and credit uses and responsibilities)

O. Applies mathematics to model and solve problems to manage financial resources effectively for lifetime financial security as it relates to teaching students (e.g., distinguishes between fixed and variable expenses, calculates profit in a given situation, develops a system for keeping and using financial records, describes actions that might be taken to develop and balance a budget when expenses exceed income

Competency 025 (Lab Processes, Equipment, and Safety)
The teacher understands how to manage learning activities, tools, materials, equipment, and technologies to ensure the safety of all students.
The beginning teacher:
A. Understands safety regulations and guidelines for science facilities and science instruction

B. Knows procedures for and sources of information regarding the appropriate handling, use, disposal, care, and maintenance of chemicals, materials, specimens, and equipment

C. Knows procedures for the safe handling and ethical care and treatment of organisms and specimens

D. Selects and safely uses appropriate tools, technologies, materials, and equipment needed for instructional activities

E. Understands concepts of precision, accuracy, and error with regard to reading and recording numerical data from a scientific instrument

F. Understands how to gather, organize, display, and communicate data in a variety of ways (e.g., charts, tables, graphs, diagrams, written reports, oral presentations)

G. Understands the international system of measurement (i.e., metric system) and performs unit conversions within measurement systems including the use of non-standard units
COURSE ADD

All fields below are required

College: Education  Department: Teacher Education

Effective Term: SP 23

Rationale for adding the course:
This course focuses on assessing and evaluating an educational institution’s technology status; developing a technology plan; and building a budget with timelines for implementation. Students will gain practical skills in using technology to improve productivity and integrate technology into teaching as an instructional tool. The course will allow students concentrating in Community and Education Studies to gain knowledge in developing technology plans to integrate technology effectively in community-based education settings.

All fields below are required

Subject Prefix and # EDT 4376

Title (29 characters or fewer): Assess, Plan, Implement Tech

Dept. Administrative Code: 0850

CIP Code: 13.0101.00

Departmental Approval Required ☒ Yes  ☐ No

Course Level ☒ UG  ☐ GR  ☐ DR  ☐ SP

Course will be taught: ☐ Face-to-Face  ☒ Online  ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the “Three Repeat Rule?” ☐ Yes  ☒ No

Grading Mode: ☒ Standard  ☐ Pass/Fail  ☐ Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This course focuses on assessing and evaluating an educational institution’s technology status, developing a technology plan, and building a budget with timelines for implementation. It covers basic principles of educational technology for teachers, including terminology, historical development, social and ethical implications, proficiency in the application of technology tools, and integration of technology in curricula. Students will be prepared to use technology to improve productivity and integrate technology into teaching as an instructional tool. Keywords: technology, educational technology, technology program.
Contact Hours (per week): 3 Lecture Hours    Lab Hours    Other

Types of Instruction (Schedule Type): Select all that apply
☒ A Lecture    ☐ H Thesis
☐ B Laboratory    ☐ I Dissertation
☐ C Practicum    ☐ K Lecture/Lab Combined
☐ D Seminar    ☐ O Discussion or Review (Study Skills)
☐ E Independent Study    ☐ P Specialized Instruction
☐ F Private Lesson    ☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 Weeks (summer)

TCCN (Use for lower division courses):

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Corequisite Course(s):
Equivalent Course(s):

Restrictions:
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<tr>
<th>Classification</th>
<th>Sophmore</th>
</tr>
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The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.
Sample Syllabus EDT 4376:
Assessing, Planning, and Implementing Technology Programs

Course Instructor

Daniel Tillman, Ph.D.
Office: Education Building, Room 201A
Email: datillman@utep.edu
Office Hours: Tuesdays, 2:15 – 4:25 PM, and by appointment

Email is the best way to contact me. Please send all your queries regarding the course to my UTEP Email (datillman@utep.edu). Use of the Blackboard mailing system to reach me is not recommended. I answer emails within 48 hours of receiving them.

Course Description

This course focuses on assessing and evaluating an educational institution's technology status, developing a technology plan, and building a budget with timelines for implementation. It covers basic principles of educational technology for teachers, including terminology, historical development, social and ethical implications, proficiency in the application of technology tools, and integration of technology in curricula. Students will be prepared to use technology to improve productivity and integrate technology into teaching as an instructional tool.

Course Objectives

By the end of the class:

Students will demonstrate understanding of learning theories relevant to assessment, planning and implementation of educational technology, as well as demonstrated proficiency with several technical skills relevant to the themes of the class.

Students will have knowledge about developing a technology plan and building a budget with timelines for implementation.

Students will demonstrate understanding of basic principles of educational technology for teachers, including terminology, historical development, social and ethical implications, proficiency in the application of technology tools, and integration of technology in curricula.

Students will be prepared to meet national and state standards for using technology to improve productivity and integrating technology into teaching as an instructional tool.

Late Assignments
Late assignments are accepted, but 10% will be deducted for late submission.

**Class Attendance**

There is no class attendance required for the online asynchronous class sections of this course.

**Time Commitment**

The standard workload for a university course requires a minimum of two hours of study time for every class hour. All course work, both in and outside class, should be of high quality and reflect your development as an aspiring technology-savvy teacher.

**Course Requirements**

Students are expected to adhere to a social contract of common decency. Stealing or academic cheating will not be tolerated.

**Course Schedule Changes**

The course instructor reserves the right to adjust the course syllabus or change assignments as needed. I will give you ample notice prior to any changes.

**Technical Assistance**

If you have technical problems, please contact the UTEP Helpdesk: M-F: 7AM-8PM, Sat: 9AM-1PM, Sun: 12-4PM. On-campus phones: 915-747-5257 Off-campus phones: 915-747-4357. If you are on-campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center or the Technology Support Center in Room 300, Library.

**Student with a Disability Statement**

Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, states that if a student needs an accommodation, then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS). You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and the Center for Accommodations and Support Services (CASS) at The University of Texas at El Paso.
Academic Dishonesty statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying data on lab reports.

Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one’s own. And, collusion involves collaborating with another person to commit any academically dishonest act. More information about scholastic dishonesty can be found on this site.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action.

Course Readings

There is no textbook required for this course. All course materials will be posted on Blackboard for you to download. You should read the required readings and prepare for discussion in class. Links to multimedia materials will also be provided.

Assignments

Coursework (65 points)

During each week of this class, students will complete one module of coursework activities in Blackboard. It is essential to complete the coursework on time, both to receive full credit, and because many of the activities are built on the materials created in previous coursework.

It is important that students complete the coursework in a timely manner, but it is more important that coursework get completed before moving to the next module of coursework activities—missing any of the coursework activities will decrease your likelihood of getting a desirable grade in this class.

Final Project (20 points)

The final project will be a portfolio representing a culmination of the work you did in the coursework activities. So long as you complete all of the coursework on time and meet all criteria then you should not have any difficulties with the final project. The final project will include several components, all of which will be submitted via a Final Project near the end of the semester.

Final Exam (15 points)
At the end of the course, a final exam will be conducted to test students on the content that was taught in the first and second half of the semester. The final exam will be primarily open-ended short essay questions and will be submitted via Blackboard near the end of the semester.

Grading

A: The key to getting an “A” grade in this class is completing all the coursework activities before the deadlines, making sure they are meeting the described criteria.

B: If you either meet all the criteria but coursework activities are consistently late, or coursework activities are done on time but do not meet the described criteria, then you will most likely earn a “B” in this class.

C or worse: If you do not meet the described criteria plus coursework activities are consistently completed late then please contact me so we can discuss options for taking an Incomplete or Withdrawing from the class. If you take an Incomplete, then you will have up to 12-months to complete the coursework activities, but can only get a maximum grade of B.

Total possible: 100 points

A: 90-100 points / B: 80-89 points / C: 70-79 points / D: 60-69 points / F: 0-59 points
Course Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Week</th>
<th>Coursework Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7/5–7/10</td>
<td>Module 1 due 7/10: <em>Introduction to EC-12 technology programs.</em></td>
</tr>
<tr>
<td>2</td>
<td>7/11–7/17</td>
<td>Module 2 due 7/17: <em>Planning EC-12 technology programs.</em></td>
</tr>
<tr>
<td>3</td>
<td>7/18–7/24</td>
<td>Module 3 due 7/24: <em>Implementing EC-12 technology programs.</em></td>
</tr>
<tr>
<td>4</td>
<td>7/25–7/31</td>
<td>Module 4 due 7/31: <em>Assessing EC-12 technology programs.</em></td>
</tr>
<tr>
<td>5</td>
<td>8/1–8/7</td>
<td>Module 5 due 8/7: <em>Professional development for EC-12 technology programs.</em></td>
</tr>
<tr>
<td>6</td>
<td>8/8–8/14</td>
<td>Module 6 due 8/14: <em>Innovative EC-12 technology programs.</em></td>
</tr>
<tr>
<td>7</td>
<td>8/15–8/21</td>
<td>Module 7 due 8/21: <em>The Final Project is a digital portfolio of coursework.</em></td>
</tr>
<tr>
<td>8</td>
<td>8/22–8/24</td>
<td>Module 8 due 8/24 by midnight: <em>Final Exam due by midnight on 8/24.</em></td>
</tr>
</tbody>
</table>

Rubric for Assignments

<table>
<thead>
<tr>
<th>Level</th>
<th>Standard to be achieved for performance at a specified level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Fully achieves the goals and objectives of the assignment, has made accurate observations, drawn insightful conclusions or extensions, and shows clear understanding of concepts. Communicates effectively. Completed before deadline.</td>
</tr>
<tr>
<td>B</td>
<td>Addresses all aspects of assignment, but goals and objectives may not be fully met. Student displays understanding of main concepts, although some less important ideas may not be in place. Results may be incomplete or not clearly presented.</td>
</tr>
<tr>
<td>C</td>
<td>Important goals or objectives of the assignment are not met. Work may need redirection. Gaps in conceptual understanding are present. Student’s approach to assignment may lead away from assignment completion. Attempts communication.</td>
</tr>
<tr>
<td>D</td>
<td>Goals and objectives of the assignment are not met. Shows little or no evidence of appropriate reasoning. Presents fragmented understanding of concepts. Presents erroneous or extraneous conclusions.</td>
</tr>
<tr>
<td>F</td>
<td>Does not attempt assignment.</td>
</tr>
</tbody>
</table>

Tillman, EDT 4376
APPENDIX A: TExES Competencies Addressed during Course

DOMAIN I—TECHNOLOGY APPLICATIONS CORE
Competency 001. The teacher knows technology terminology and concepts; the appropriate use of hardware, software, and digital files; and how to acquire, analyze, and evaluate digital information.

Competency 002. The teacher knows how to use technology tools to solve problems, evaluate results, and communicate information in a variety of formats for diverse audiences.

Competency 003. The teacher knows how to plan, organize, deliver, and evaluate instruction that effectively utilizes current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.

DOMAIN II—DIGITAL GRAPHICS/ANIMATION AND DESKTOP PUBLISHING
Competency 004. The teacher demonstrates knowledge of the principles of design and their application to digital graphics/animation products.

Competency 005. The teacher demonstrates knowledge of principles of typography and page design and knows how to use technology tools to create desktop publishing products.

Competency 006. The teacher knows how to use graphics, animation, and desktop publishing software to produce products that convey a specified message to an intended audience.

DOMAIN III—VIDEO TECHNOLOGY AND MULTIMEDIA
Competency 007. The teacher knows how to produce and distribute digital video and multimedia products.

Competency 008. The teacher demonstrates knowledge of strategies and techniques used in the preproduction, production, and postproduction of video products.

Competency 009. The teacher knows how to design, produce, and distribute multimedia products.

DOMAIN IV—WEBMASTERING
Competency 010. The teacher demonstrates knowledge of strategies and techniques for Web site administration.

Competency 011. The teacher knows principles of Web page design and uses a variety of tools and techniques to design and troubleshoot Web pages for a diverse audience.

Competency 012. The teacher knows how to use Web pages to communicate and interact effectively with others.
APPENDIX B: TEA Test Frameworks Addressed during Course

10 Competency 009 (Reading, Inquiry, and Research)
The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.
The beginning teacher:
A. Teaches students to develop open-ended research questions and a plan (e.g., timeline) to locate, retrieve, and record information from a range of content-area, narrative, and expository texts
B. Selects and uses instructional strategies to help students comprehend abstract content and ideas in written materials (e.g., manipulatives, examples, graphic organizers)
C. Selects and uses instructional strategies to teach students to interpret information presented in various formats (e.g., maps, tables, graphs) and how to locate, retrieve, and record information from technologies, print resources, and experts
D. Selects and uses instructional strategies to help students understand study and inquiry skills across the curriculum (e.g., brainstorming; generating questions and topics; using text organizers; taking notes; outlining; drawing conclusions; applying critical-thinking skills; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; selecting relevant sources of information; using multiple sources of information; recognizing identifying features of sources, including primary and secondary sources; interpreting and using graphic sources of information) and knows the significance of organizing information from multiple sources for student learning and achievement
E. Knows grade-level expectations for study and inquiry skills in the Texas Essential Knowledge and Skills (TEKS) (e.g., in kindergarten, use pictures in conjunction with writing to document research; in fifth-sixth grade, refine research through use of secondary questions)
F. Provides instruction to develop a topic sentence, summarize findings, and use evidence to support conclusions
G. Understands how to foster collaboration with peers, families, and with other professionals to promote all students’ ability to develop effective research and comprehension skills in the content areas

13 Competency 012 (Viewing and Representing)
The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media, including electronic, and provides students with opportunities to develop skills in this area.
The beginning teacher:
A. Knows grade-level expectations for viewing and representing visual images and messages as described in the Texas Essential Knowledge and Skills (TEKS)
B. Understands and teaches the characteristics and functions of different types of media (e.g., film, print) and knows how different types of media influence and inform
C. Teaches students to compare and contrast print, visual, and electronic media, including levels of formality and informality (e.g. email, Web-based news article, blogs)
D. Teaches students to evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, news photographers) represent messages and meanings, and provides students with opportunities to interpret and evaluate visual images in various media
E. Knows how to teach students to analyze visual image makers’ choices (e.g., style, elements, media) and evaluate how those choices help represent or extend meaning
F. Provides students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations and to use media to compare ideas and
G. Knows steps and procedures for teaching students to produce visual images and messages with various meanings to communicate with others

H. Teaches students how to select, organize, and produce visuals to complement and extend meanings

I. Provides students with opportunities to use technology for producing various types of communications (e.g., class newspapers, multimedia reports, video reports) and helps students analyze how language, medium, and presentation contribute to the message

J. Understands how to foster collaboration with families and with other professionals to promote students’ development of media literacy

**Competency 014 (Mathematics Instruction)**
The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize, and implement instruction and assess learning.
The beginning teacher:
A. Plans appropriate instructional activities for all students by applying research-based theories and principles of learning mathematics

B. Employs instructional strategies that build on the linguistic, cultural, and socioeconomic diversity of students and that relate to students’ lives and communities

C. Plans and provides developmentally appropriate instruction that establishes transitions between concrete, symbolic, and abstract representations of mathematical knowledge and that builds on students’ strengths and addresses their needs

D. Understands how manipulatives and technological tools can be used appropriately to assist students in developing, comprehending, and applying mathematical concepts

E. Creates a learning environment that motivates all students and actively engages them in the learning process by using a variety of interesting, challenging, and worthwhile mathematical tasks in individual, small-group, and large-group settings

F. Uses a variety of tools (e.g., counters, standard and nonstandard units of measure, rulers, protractors, scales, stopwatches, measuring containers, money, calculators, software) to strengthen students’ mathematical understanding

G. Implements a variety of instructional methods and tasks that promote students’ ability to do the mathematics described in the Texas Essential Knowledge and Skills (TEKS)

H. Develops clear learning goals to plan, deliver, assess, and reevaluate instruction based on the mathematics in the Texas Essential Knowledge and Skills (TEKS)

I. Helps students make connections between mathematics and the real world, as well as between mathematics and other disciplines such as art, music, science, social science, and business

J. Uses a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking

K. Uses a variety of formal and informal assessments and scoring procedures to evaluate mathematical understanding, common misconceptions, and error patterns

L. Understands the relationship between assessment and instruction and knows how to evaluate assessment results to design, monitor, and modify instruction to improve mathematical learning for all students, including English-language learners

M. Understands the purpose, characteristics, and uses of various assessments in mathematics, including formative and summative assessments

N. Understands how mathematics is used in a variety of careers and professions and plans instruction that demonstrates how mathematics is used in the workplace

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Tillman, EDT 4376
Competency 016 (Patterns and Algebra)
The teacher understands concepts related to patterns, relations, functions, and algebraic reasoning. The beginning teacher:
A. Illustrates relations and functions using concrete models, tables, graphs, and symbolic and verbal representations, including real-world applications
B. Demonstrates an understanding of the concept of linear function using concrete models, tables, graphs, and symbolic and verbal representations
C. Understands how to use algebraic concepts and reasoning to investigate patterns, make generalizations, formulate mathematical models, make predictions, and validate results
D. Formulates implicit and explicit rules to describe and construct sequences verbally, numerically, graphically, and symbolically
E. Knows how to identify, extend, and create patterns using concrete models, figures, numbers, and algebraic expressions
F. Uses properties, graphs, linear and nonlinear functions, and applications of relations and functions to analyze, model, and solve problems in mathematical and real-world situations
G. Translates problem-solving situations into expressions and equations involving variables and unknowns
H. Models and solves problems, including those involving proportional reasoning, using concrete, numeric, tabular, graphic, and algebraic methods (e.g., using ratios and percent with fractions and decimals)
I. Determines the linear function that best models a set of data
J. Understands and describes the concepts of and relationships among variables, expressions, equations, inequalities, and systems in order to analyze, model, and solve problems
K. Applies algebraic methods to demonstrate an understanding of whole numbers using any of the four basic operations

Competency 019 (Mathematical Processes)
The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics. The beginning teacher:
A. Understands the role of logical reasoning in mathematics and uses formal and informal reasoning to explore, investigate, and justify mathematical ideas
B. Applies correct mathematical reasoning to derive valid conclusions from a set of premises
C. Applies principles of inductive reasoning to make conjectures and uses deductive methods to evaluate the validity of conjectures
D. Evaluates the reasonableness of a solution to a given problem
E. Understands connections among concepts, procedures, and equivalent representations in areas of mathematics (e.g., algebra, geometry)
F. Recognizes that a mathematical problem can be solved in a variety of ways and selects an appropriate strategy for a given problem
G. Expresses mathematical statements using developmentally appropriate language, Standard English, mathematical language, and symbolic mathematics
H. Communicates mathematical ideas using a variety of representations (e.g., numeric, verbal, graphic, pictorial, symbolic, concrete)
I. Demonstrates an understanding of the use of visual media such as graphs, tables, diagrams, and animations to communicate mathematical information

J. Demonstrates an understanding of estimation, including the use of compatible numbers, and evaluates its appropriate uses

K. Knows how to use mathematical manipulatives and a wide range of appropriate technological tools to develop and explore mathematical concepts and ideas

L. Demonstrates knowledge of the history and evolution of mathematical concepts, procedures, and ideas

M. Recognizes the contributions that different cultures have made to the field of mathematics and the impact of mathematics on society and cultures

N. Demonstrates an understanding of financial literacy concepts and their application as it relates to teaching students (e.g., describes the basic purpose of financial institutions, distinguishes the difference between gross and net income, identifies various savings options, defines different types of taxes, identifies the advantages and disadvantages of different methods of payments savings and credit uses and responsibilities)

O. Applies mathematics to model and solve problems to manage financial resources effectively for lifetime financial security as it relates to teaching students (e.g., distinguishes between fixed and variable expenses, calculates profit in a given situation, develops a system for keeping and using financial records, describes actions that might be taken to develop and balance a budget when expenses exceed income

Competency 025 (Lab Processes, Equipment, and Safety)
The teacher understands how to manage learning activities, tools, materials, equipment, and technologies to ensure the safety of all students.
The beginning teacher:
A. Understands safety regulations and guidelines for science facilities and science instruction

B. Knows procedures for and sources of information regarding the appropriate handling, use, disposal, care, and maintenance of chemicals, materials, specimens, and equipment

C. Knows procedures for the safe handling and ethical care and treatment of organisms and specimens

D. Selects and safely uses appropriate tools, technologies, materials, and equipment needed for instructional activities

E. Understands concepts of precision, accuracy, and error with regard to reading and recording numerical data from a scientific instrument

F. Understands how to gather, organize, display, and communicate data in a variety of ways (e.g., charts, tables, graphs, diagrams, written reports, oral presentations)

G. Understands the international system of measurement (i.e., metric system) and performs unit conversions within measurement systems including the use of non-standard units
COURSE ADD

All fields below are required

College : Education  Department : Teacher Education

Effective Term : SP 23

Rationale for adding the course:
This course focuses on knowledge, strategies, and materials for nurturing literacy skills in children and youth. It looks at the essential elements of literacy instruction and the use of various assessments to inform literacy instruction. This course will aid undergraduate students focusing on Education & Community Studies in being better informed about children and youth literacy development and literacy instruction methods. It will allow students to use this knowledge to practice developmentally and culturally responsive literacy education in community-based settings.

All fields below are required

Subject Prefix and #  RED 4300

Title (29 characters or fewer): Children & Youth Literacy Ed

Dept. Administrative Code : 0850

CIP Code 13.0101.00

Departmental Approval Required ☒Yes ☐No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

• How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the “Three Repeat Rule?” ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)
This course focuses on the knowledge, strategies, and materials for nurturing literacy skills in children and youth. It provides an overview of the integrated aspects of literacy, with an emphasis on foundational concepts, principles, and practices related to literacy development. Students will gain knowledge of the essential elements of literacy instruction and the use of diagnostic, formative, and summative assessments to inform literacy instruction in diverse educational settings. Keywords: children, youth, literacy education.
Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply
- ☒ A Lecture
- ☐ B Laboratory
- ☐ C Practicum
- ☐ D Seminar
- ☐ E Independent Study
- ☐ F Private Lesson
- ☐ H Thesis
- ☐ I Dissertation
- ☐ K Lecture/Lab Combined
- ☐ O Discussion or Review (Study Skills)
- ☐ P Specialized Instruction
- ☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses):

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>Course Number/Placement Test</th>
<th>Minimum Grade Required/Test Scores</th>
<th>Concurrent Enrollment Permitted? (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED 3315</td>
<td>C or Better</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

Corequisite Course(s):

Equivalent Course(s):

Restrictions:
The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.
Sample Syllabus: RED 4300
Children and Youth Literacy Education

I. Rationale for the Course

This course focuses on knowledge, strategies, and materials for nurturing literacy skills in children and youth. Specifically, it looks at the integrated aspects of literacy, the essential elements of literacy instruction and the use of diagnostic, formative, and summative assessments to inform literacy instruction. This course will aid undergraduate students focusing on Education & Community Studies in being better informed about literacy development and literacy instruction methods. It will allow students to use this knowledge to create developmentally and culturally responsive literacy education experiences for children and youth in a variety of community-based educational settings.

II. Course Description

This course focuses on the knowledge, strategies, and materials for nurturing literacy skills in children and youth. It provides an overview of the integrated aspects of literacy, with an emphasis on foundational concepts, principles, and practices related to literacy development. Students will gain knowledge of the essential elements of literacy instruction and the use of diagnostic, formative, and summative assessments to inform literacy instruction in diverse educational settings.

III. Course Objectives/Purpose

Upon completion of this course, students will be able to:

- Identify the characteristics of students at various literacy stages
- Outline concepts, principles, and best practices related to the development of phonological and phonemic awareness
- Outline concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills
- Outline concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills
- Outline concepts, principles, and best practices related to the development of reading fluency
- Outline concepts, principles, and best practices related to vocabulary development
- Outline concepts, principles, and best practices related to the development of reading comprehension
- Design literacy assessments & experiences that are responsive to differences among students learning to read and reading to learn
• Demonstrate knowledge of the types, purpose, and characteristics of varied literacy assessments and how to use assessment data to design differentiated and effective literacy instruction for children and youth and various stages of reading development

• Apply principles and strategies of standards-based literacy instruction and make instructional decisions to support students' literacy development, engagement, and motivation using varied instructional technologies for children and youth in various stages of reading development

IV. Possible Materials (Texts and/or Readings)


• Additional Select open-source articles on Children/Youth literacy motivation, engagement, and practices

V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Identify the essential components of literacy instruction | • Discussions  
• Chapter Quiz |
| Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle | • Discussions  
• Chapter Quiz |
| Administer a variety of literacy assessments | • Assessment Analysis Assignments:  
Phonological Awareness Assessment Data Analysis and Reflection  
Phonics Assessment Data Analysis and Reflection  
Spelling Inventory Assessment Data Analysis |
| Interpret a variety of oral language assessments and how to use assessment data to investigate and develop instructional opportunities; differentiated | • Discussion  
• Chapter Quiz |

RED 4300 Sample Syllabus
VI. **Student Requirements/Assignments**

A. Discussions: Each week, there will be assigned readings related to the specific learning environment under investigation, along with related questions for you to think about and share your thoughts. You should respond to all questions in your reflective response. Your responses to Weekly Discussion Questions are due the week they are assigned. Come to class prepared to share your reflection.

B. Phonological Awareness Assessment Data Analysis and Reflection: This assignment provides an opportunity to practice scoring a Phonological Awareness assessment focused on blending and segmenting sounds. The assignment includes an analysis of the student's strengths and weaknesses. An intervention of next steps will be included in the analysis.

C. Phonics Screener Data Analysis and Reflection: This assignment provides an opportunity to practice scoring a Phonics assessment. The assignment includes an analysis of the student's strengths and weaknesses along with an intervention activity to target areas of needed support.

D. Fluency Assessment Data Analysis and Reflection: This assignment provides an opportunity to practice scoring a Fluency Assessment. The assignment includes an analysis of the student's strengths and weaknesses. An intervention of next steps will be included in the analysis.

E. Elementary Spelling Inventory (ESI) Data Analysis and Reflection: This assignment provides an opportunity to practice administering an ESI. The assignment includes an analysis of the student's strengths and weaknesses. An intervention of next steps will be included in the analysis.
F. Chapter Quiz: Each week there will be a multiple-choice assessment aligned to the weekly reading assignment and learning objectives.

G. Vocabulary and Comprehension Lesson Plan: This assignment provides the opportunity to develop a lesson plan that addresses vocabulary instruction using specific word learning strategies and a comprehension lesson that addresses building background knowledge.
COURSE ADD

All fields below are required

College: Education  Department: Teacher Education

Effective Term: SP 23

Rationale for adding the course:
This course focuses on program planning, assessment and evaluation for nurturing literacy/biliteracy skills in adults. It looks at the contexts for adult learning and the development of adult literacy programs. This course will aid undergraduate students focusing on Education & Community Studies in being better informed about literacy development and literacy instruction methods for adults. It will allow students to use this knowledge to create developmentally and culturally responsive literacy education programs in adult community-based settings.

All fields below are required

Subject Prefix and # RED 4310

Title (29 characters or fewer): Adult Literacy in Practice

Dept. Administrative Code: 0850

CIP Code 13.0101.00

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☒ Face-to-Face ☐ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the “Three Repeat Rule?” ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This course explores the theory and practice of adult literacy/biliteracy education. It focuses on the contexts for adult learning and the development of adult literacy programs in diverse educational settings. Topics related to literacy teaching, program planning, assessment, and evaluation will be covered.

Key Words: Adult Literacy Education
Contact Hours (per week):  3 Lecture Hours  Lab Hours  Other

Types of Instruction (Schedule Type): Select all that apply

☒ A Lecture  ☐ H Thesis
☐ B Laboratory  ☐ I Dissertation
☐ C Practicum  ☐ K Lecture/Lab Combined
☐ D Seminar  ☐ O Discussion or Review (Study Skills)
☐ E Independent Study  ☐ P Specialized Instruction
☐ F Private Lesson  ☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses):

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Corequisite Course(s):

Equivalent Course(s):

Restrictions:
The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.
Course description:
This course explores the theory and practice of adult literacy/biliteracy education. It focuses on the contexts for adult learning and the development of adult literacy programs in diverse educational settings. Topics related to literacy teaching, program planning, assessment, and evaluation will be covered.

Course objectives and learning outcomes:
In completing this course, students will:

- Show understanding of theories of literacy and biliteracy as applied to adults in a variety of contexts;
- Develop a terminology for talking about and examining literacy in context;
- Demonstrate understanding of characteristics of adult learners, and differences between adults and children with respect to literacy and learning;
- Demonstrate knowledge about the historical, political, and social context of adult literacy education;
- Demonstrate knowledge about teaching, program planning and evaluation, as well as learner assessment, in adult literacy education.

Course readings:

Required books:

Selected articles and chapters:


**Course requirements:**

Students will be expected to devote significant time outside of class not only to the readings but also to developing reading syntheses and writing post-class summaries that comment and reflect on material covered during class sessions. In addition, students will have the opportunity in class to facilitate discussions and activities related to the course content so as to be able to apply adult learning principles within the course. Successful completion of this course will be based on several key elements (rubrics will be provided):

- **Reading syntheses (40 points)** - To facilitate understanding of and discussion about the reading, you will be expected to do 4 reading syntheses, one each week. The synthesis should be 400-500 words in length and should do three things: (1) summarize the main argument of the reading; (2) highlight common themes between readings; and (3) highlight one theme or aspect of the reading and analyze it in relationship to your own life/practice. You should also include any questions that you thought of while reading. Syntheses should be posted on the Sunday before class by midnight (with the exception of the first week).

  Each synthesis will count 10 points. Points will be deducted for late responses. A rubric for the reading responses is provided at the end of the syllabus.

- **Class summaries (14 points)** – In order to create coherence among classes and to have an opportunity to reflect on class discussions, you will also be expected to post post-class summaries on Blackboard after each class session. The summary should be 200-300 words in length and should do two things: (1) summarize what you learned in the previous day’s class session; (2) extend on what was discussed/covered in class by making connections to the readings/life practice and/or include any questions you may have.

  Each class summary is worth a maximum of 2 points. You will receive **2 points** for a summary.
that meets expectations by clearly describing what you learned in class and providing thoughtful and substantive comments/questions related to course topics. You will receive 1 point for a summary where some expectations are met by addressing what was learned in class and showing some level of thoughtfulness about course content. A rubric for the class summary assignment is provided at the end of the syllabus.

- **Discussion questions for guest speakers (6 points)** – In order to prepare for our three guest speakers, you are required to develop and submit 2 discussion questions prior to each guest speaker’s presentation. These discussion questions are to be submitted to our class discussion board on Blackboard by 5pm the evening before the day of the scheduled presentation. Please also bring a copy of these questions with you to class on the day of the presentation. These discussion questions should reflect thoughtful consideration of course themes/class discussions and each presenter’s unique area of expertise and the context or organization in which they work. Each set of questions will be worth 2 points, for a total of 6 points. Points will be deducted for late responses and for unimaginative questions that reflect little to no preparation for engaging the speaker in conversation.

- **Case study of an adult literacy program (20 points)** – In order to apply theoretical frameworks and pedagogical principals of adult literacy education, students will have the opportunity to work individually or in pairs to develop a critical analysis of an actual adult literacy program. This case study should be no less than 8 pages long (Times New Roman 12-point font, double spaced) and will draw on visits to the site to talk with students and/or teachers/directors of the program, to examine classroom texts and resources, and (if possible) to observe classroom teaching and learning in progress. The case study should connect to course topics/texts as it examines the underlying philosophies and pedagogical approaches that guide the adult literacy program. More information about this assignment, as well as a rubric for it, will be distributed in class. This assignment should be emailed to the instructor (ajbach@utep.edu).

- **In-class presentation of your case study (10 points)** – In order to share what you have learned about the adult literacy program you have examined, students will give a short presentation on their case studies to the class. The presentation should be 5 minutes in length and should summarize key points of your case study and make connections to other readings/topics covered throughout the course. Students should prepare a short PowerPoint to accompany their presentation. This PowerPoint should outline these key points and should cite course readings using APA style. More information about this presentation, as well as a rubric for it, will be distributed in class.

- **Final reflection (10 points)** – As the final course assignment, you should prepare a 1–2-page piece that reflects on what you learned in the course, and how/whether your understanding of adult literacy has changed (or not). Your final reflection should be emailed to the instructor (ajbach@utep.edu) by August 2nd at midnight.

**Grading:**
- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

**Attendance Policy:**
Excessive absences or late arrivals (three or more) can lead to being dropped from the course.
Students with a Disability:
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Academic Dishonesty:
Academic dishonesty – which includes cheating, plagiarism, and collusion – is a violation of the norms and ethics of the university community and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Course schedule:
(∗ indicates course book)

<table>
<thead>
<tr>
<th>Overview of adult learning and literacy</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Readings:</strong> Barton (1994), Integrated approach to literacy</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Readings:</strong> McCaffery et al. (2007), Ch 1-4*</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Readings:</strong> Freire (1970), Cultural action Hamilton (2016), Imagining literacy</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Readings:</strong> McCaffery et al. (2007), Ch 5-8* Street (2012), New literacy studies</td>
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<table>
<thead>
<tr>
<th>Literacy in social context</th>
<th>Assignments:</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Readings:</strong> Barton (1994), Social basis of literacy</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>Readings:</strong> Gee (1989), Orality and literacy</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Readings:</strong></td>
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<td></td>
<td>Kalmar (2015), Prologue &amp; No man’s land</td>
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<td></td>
<td>Shorris (1997), As a weapon in the hands</td>
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<td>of the restless poor</td>
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<td></td>
<td>**Visit to UTEP’s High School Equivalency</td>
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<td></td>
<td>Program (HEP) from 5-6 in Graham Hall</td>
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<td></td>
<td>Building</td>
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**Adult literacy, inequality, and social change**

<table>
<thead>
<tr>
<th>Week 8</th>
<th><strong>Readings:</strong></th>
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<tbody>
<tr>
<td></td>
<td>Horton (1997), <em>The long haul</em></td>
<td>8.1 – Post reading synthesis on Blackboard</td>
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<td></td>
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<td>8.2 – Post class summary on Blackboard</td>
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<td>8.3 – Post discussion questions for guest speaker to Blackboard</td>
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<tr>
<th>Week 9</th>
<th><strong>Readings:</strong></th>
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<tbody>
<tr>
<td></td>
<td>Tuck (2012), Ch. 1, Urban youth and school pushout; Ch. 6, Educational renewal</td>
<td>9.1 – Post reading synthesis on Blackboard</td>
</tr>
<tr>
<td></td>
<td>Rivera (2008), Introduction, Ch. 1, &amp; Ch. 6 of Laboring to learn</td>
<td>9.2 – Post class summary on Blackboard</td>
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<td><strong>Guest speaker presentation in class</strong></td>
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<th>Week 10</th>
<th><strong>Readings:</strong></th>
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<tbody>
<tr>
<td></td>
<td>Auerbach (1995), Politics of ESL classroom</td>
<td>10.1 – Post reading synthesis</td>
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<tr>
<td></td>
<td>Boudin (1993), Participatory literacy education behind bars</td>
<td>readings on Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.2 – Post class summary on Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.3 – Post discussion questions for guest speaker to Blackboard</td>
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</table>

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<tr>
<th>Week 11</th>
<th><strong>Readings:</strong></th>
<th><strong>Assignments:</strong></th>
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<tbody>
<tr>
<td></td>
<td>Muro (2011), Pedagogies of change</td>
<td>11.1–Post reading synthesis on Blackboard</td>
</tr>
<tr>
<td></td>
<td>Muro &amp; Mein (2010), Domestic trauma and adult education on the U.S.-Mexico border</td>
<td>11.2–Post class summary and response on Blackboard</td>
</tr>
<tr>
<td></td>
<td><strong>Guest speaker presentation in class</strong></td>
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**Adult literacy teaching, program planning and evaluation**

<table>
<thead>
<tr>
<th>Week 12</th>
<th><strong>Readings: (before class)</strong></th>
<th><strong>Assignments:</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Beltzer &amp; Pickard (2015), Views of adult literacy learners in the research literature</td>
<td>12.1 – Post class summary on Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.2 –Post reading synthesis on Blackboard</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th><strong>Readings:</strong></th>
<th><strong>Assignments:</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>McCaffery et al., Ch 9-12*</td>
<td>13.1– Post class summary on Blackboard</td>
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<td></td>
<td>Merriam (2015), Adult learning theory</td>
<td>13.2 –Post reading synthesis on Blackboard</td>
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<th>Week 14</th>
<th><strong>Readings:</strong></th>
<th><strong>Assignments:</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Rivera and Huerta-Macias (2008), Adult bilingualism and biliteracy in the U.S.</td>
<td>14.1– Student presentations on adult literacy case studies to be presented in class</td>
</tr>
<tr>
<td></td>
<td><strong>Student in-class presentations on case studies</strong></td>
<td>14.2 - Post reading synthesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14.3 – Post class summary and response on Blackboard</td>
</tr>
</tbody>
</table>
| Week 15 | Case study assignment and final reflection assignment due this week | **Assignments:**  
15.1 – Case study assignments due  
15.2 – Final reflection due on Blackboard |
Appendix Grading Rubrics

Post-class summaries

**Meets expectations (2 points)** – A superior-quality summary clearly describes what you learned in class and provides substantive comments/questions related to course topics; a superior summary may also include doubts or confusions tied to what was covered in class or in the readings. I will be looking for thoughtful, reflective commentaries rather than a detailed description of every point covered in class.

**Some expectations met (1 point)** – An adequate summary addresses what was covered in class and shows some level of thoughtfulness about course content.

**Needs significant improvement (.5 points)** – A below average summary neither describes what was covered in class nor shows thoughtfulness in commentary about the course content.

Reading synthesis (400-500 words)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, coherent, and well-organized</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clearly and accurately pulls out the key points of the readings</td>
<td>3</td>
<td></td>
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<tr>
<td>Makes thoughtful connections across the readings and provides details and examples</td>
<td>2</td>
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<tr>
<td>Makes thoughtful connections to life experience and present/future teaching practice</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
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Discussion questions

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<thead>
<tr>
<th>Criteria</th>
<th>Possible points</th>
<th>Points earned</th>
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<tbody>
<tr>
<td>The question is an open-ended question and requires more than a yes-no response</td>
<td>.25</td>
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<tr>
<td>The question reflects thoughtful consideration of course themes/topics</td>
<td>.50</td>
<td></td>
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<tr>
<td>The question reflects specific knowledge of the individual, his/her work, and/or their organization</td>
<td>.25</td>
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Case Study Assignment Rubric

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<tr>
<th>Criteria</th>
<th>Possible points</th>
<th>Points earned</th>
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<tbody>
<tr>
<td>Clear, coherent, and well-organized.</td>
<td>1</td>
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<tr>
<td>Assignment meets the page length minimum.</td>
<td>1</td>
<td></td>
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<tr>
<td>Paper demonstrates an excellent command of grammar, spelling, and mechanics and is free of distracting errors.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>APA in-text and bibliographic citations are used and used correctly.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>The program is described thoughtfully and thoroughly and addresses each of the questions (when applicable) outlined in the assignment description.</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Program is thoughtfully and thoroughly analyzed, using the questions outlined in the assignment description as a guide, and draws connections to at least 3 different course texts.</td>
<td>7</td>
<td></td>
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<tr>
<td>Total</td>
<td>20</td>
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COURSE ADD

All fields below are required

College: Education  Department: Teacher Education

Effective Term: SP 23

Rationale for adding the course:
This course focuses on informal science education in community-based settings. Specifically, it covers various programs and kinds of community-based informal science education, as well as how educators can guide experiences for all ages to increase access and engagement in science learning outside of formal classrooms. The course will aid undergraduate students focusing on Community and Education Studies in being able to better evaluate and design informal science activities in real community contexts.

All fields below are required

Subject Prefix and # STEM 4380

Title (29 characters or fewer): Informal Science Education

Dept. Administrative Code: 0850

CIP Code 13.0101.00

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

Course will be taught: ☐ Face-to-Face ☒ Online ☒ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

• How many times may course be repeated to satisfy minimum grade requirement? 3

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the “Three Repeat Rule?” ☐ Yes ☒ No

Grading Mode: ☒ Standard ☐ Pass/Fail ☐ Audit

Description and 2-3 keywords (600 characters maximum):
(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

This course focuses on programs and settings that provide Informal Science Education (ISE) to all ages of people, with an emphasis on access and equity in science education. Approaches to community-based science engagement, including living collections exploration, making & tinkering, and citizen science are explored. Drawing from learning theories and instructional resources covered in the course, students will evaluate and design informal science activities for real community contexts. Keywords: Informal science education, equity and science education.
Contact Hours (per week):  3 Lecture Hours   Lab Hours   Other

Types of Instruction (Schedule Type): Select all that apply

☒ A Lecture   ☐ H Thesis
☐ B Laboratory   ☐ I Dissertation
☐ C Practicum   ☐ K Lecture/Lab Combined
☐ D Seminar   ☐ O Discussion or Review (Study Skills)
☐ E Independent Study   ☐ P Specialized Instruction
☐ F Private Lesson   ☐ Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses):

| Prerequisite(s): |  |  |  |
|------------------|------------------|------------------|
| Course Number/Placement Test | Minimum Grade Required/Test Scores | Concurrent Enrollment Permitted? (Y/N) |
|                  |                  |                  |
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<tr>
<th>Corequisite Course(s):</th>
<th>Equivalent Course(s):</th>
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Restrictions:
<table>
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<th>Classification</th>
<th>Sophomore</th>
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</thead>
<tbody>
<tr>
<td>Major</td>
<td>BSED</td>
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</table>

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.
STEM 4380: Informal Science Education

I. Rationale for the Course
This course focuses on informal science education in community-based settings. Specifically, it covers various programs and kinds of community-based informal science education, as well as how educators can guide experiences for all ages to increase access and engagement in science learning outside of formal classrooms. The course will aid undergraduate students focusing on Community and Education Studies in being able to better evaluate and design informal science activities in real community contexts.

II. Course Description
This course focuses on programs and settings that provide Informal Science Education (ISE) to all ages of people, with an emphasis on access and equity in science education. Approaches to community-based science engagement, including living collections exploration, making & tinkering, and citizen science are explored. Drawing from learning theories and instructional resources covered in the course, students will evaluate and design informal science activities for real community contexts.

III. Course Objectives/Purpose
Upon completion of this course, students will be able to:
• Define Informal Science Education and describe the history of the field;
• Explain different learning theories that are relevant to Informal Science Education;
• Describe different ways of defining target audiences and their needs;
• Define and explain authenticity and interactivity and their importance for Informal Science Education, particularly for linguistically and culturally diverse groups;
• Analyze Informal Science Education in community-based programming, including exhibit design and instructional design;
• Design informal science activities for real community contexts.

IV. Possible Materials (Texts and/or Readings)
• Next Generation Science Standards (NGSS): http://www.nextgenscience.org/nextgeneration-science-standards
• Assessments Tools in Informal Science (ATIS): http://www.pearweb.org/atis/
• Informal Science: http://informalscience.org/
• CAISE (Center for Advancement of Informal Science Education): http://caise.insci.org/
• National Science Teaching Association- Informal Science Resources: https://www.nsta.org/levels/informal-education
• NASA Informal Science Resources: https://www.nasa.gov/stem/foreducators/informal/index.html

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V. Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student will:</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>• Define Informal Science Education and describe the history of the field;</td>
<td>• Discussions</td>
</tr>
<tr>
<td>• Explain different learning theories that are relevant to Informal Science</td>
<td>• Discussions</td>
</tr>
<tr>
<td>Education;</td>
<td></td>
</tr>
<tr>
<td>• Describe different ways of defining target audiences and their needs;</td>
<td>• Discussions</td>
</tr>
<tr>
<td>• Define and explain authenticity and interactivity and their importance for</td>
<td>• Everyday Science Mapping</td>
</tr>
<tr>
<td>Informal Science Education, particularly for linguistically and culturally</td>
<td>• Web-based ISE Analysis</td>
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<tr>
<td>diverse groups;</td>
<td></td>
</tr>
<tr>
<td>• Analyze Informal Science Education in community-based programming,</td>
<td>• Web-based ISE Analysis</td>
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<tr>
<td>including methods and exhibit design;</td>
<td>• Community ISE Design Project</td>
</tr>
<tr>
<td>• Design informal science activities for real community contexts.</td>
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</tbody>
</table>

VI. Student Requirements/Assignments

A. Discussions
Part 1: Each week, there will be assigned readings/videos to read/watch on Blackboard related to an Informal Science Education topic, along with four related questions for you to think about and share your thoughts. You should respond to all questions in your reflective response. The total length of your responses should be at least 500 words (you will include the total word count at the end; the number of words for each answer does not have to be equal). Your responses to Weekly Discussion Questions are due in class the week they are assigned.

Part 2: For each discussion session, you will respond to two classmates, providing feedback and reflection both on their posting and connections to the week’s content and your own thinking. Feedback to each classmate should be at least 150 words.

B. Everyday Science Mapping:
Part 1: For this assignment, you will self-document personal, everyday encounters with “science” over the course of two weeks. During a 14-day period, you will journal about encounters and images in your daily life from the reflective lens of science. From this, you will create a visual
personal mapping and present your individual everyday science map via video (Flip Grid) presentation.

Part 2: From the personal mappings, as a class we will create a wiki that narrates our collective community everyday science mapping. You will contribute both aspects of your own mapping, as well as comments and connections to your classmates. Through this activity, we will be trying to understand: When is science / STEM in our everyday lives—what moments get set aside as being related or relatable to science? What images of science do we each encounter in our everyday activities? And, how do we personally interpret these different images?

C. Web-based Informal Science Education (ISE) Analysis
Part 1: Based on learning theories and methods discussed in readings and class, you will conduct an evaluation of two chosen ISE Practice Brief found at https://stemteachingtools.org/tools. The evaluation template will be provided on Blackboard. Each of your Practice Brief analyses should be at least 300 words.

Part 2: Based on program design principles discussed in readings and class, you will conduct an evaluation of two chosen online Informal Science Education resources. The evaluation template and resource list will be provided on Blackboard. Each of your Online IES Resource analyses should be at least 300 words.

D. Community ISE Design Project
Part 1: You will conduct an observation at a setting of your choice that provides informal science education (i.e., science center/museum; zoo, nature park/environmental center; science camp/afterschool program; science programming at public libraries; makerspace or other public science events). From your observation, you will create a summary write-up of the environment, the IES purpose/content and behavior of the participants (both the educator(s) and the learners). An observation guide and summary write-up template will be provided on Blackboard.

Part 2: From your observation write-up, you will identify either an area of need (i.e., target audience expansion, exhibit re-design, improved instructional method, etc.) or a logical content extension which builds on the observed IES event. From this, in the role of educator, you will create a detailed action plan to improve the current or conduct a new IES event at your chosen community setting. Detailed directions for the required components of your action plan are found in Blackboard.

Part 3: You will create a 3-minute video presentation (presented in Flip Grid) that summarizes your community setting/program and outlines your plan of action. In addition to your video presentation, you will post your observation notes, summary write-up and written action plan (based on the templates provided).
COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College :  Education
Department :  Teacher Education
Effective Term :  SP 23

Rationale for changing the course:
This course is required in the BSED- ECCE and BSED- EDCS concentrations (only). The content for the course is being updated for just the ECCE and EDCS concentrations. As such, we need to refresh the course description.

All fields below are required

Subject Prefix and number BED 3344

Course Title  Parent & Community Adv in BED
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

<table>
<thead>
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<th>Change</th>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Major Restriction</td>
<td>APLE, IDST</td>
<td>APLE; BSED</td>
</tr>
<tr>
<td>Course Desription</td>
<td>The development of advocacy within families and community as a means of participation in the educational process of their children with particular emphasis on parents of children in Bilingual/ESL education programs. Emphasis on appreciation of cultural diversity and alternative ways of knowing among family and community.</td>
<td>This course focuses on the connections between schools/education programs, students and families, specifically in diverse bilingual/multilingual communities. It emphasizes relationship building and the funds of knowledge parents and communities possess. Students will gain skills in advocating for culturally and linguistically diverse children and families in early schooling and community-based education settings.</td>
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These changes will be reflected in Banner, Goldmine, and the catalog
COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Education  Department : Teacher Education  Effective Term : SP 23

Rationale for changing the course:
This course is now required in the BSED-EDCS concentration (only). The content for the course is being updated for just the EDCS concentration. As such, we need to refresh the course description. We also need to update the program restriction to the correct program. We would also like to refresh the title abbreviation (no change to full course title).

All fields below are required

Subject Prefix and number TED 3300

Course Title  Ed & Comm Applied Critical/Ped.
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

<table>
<thead>
<tr>
<th>Change</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Restriction</td>
<td>APLE, IDST</td>
<td>APLE; BSED</td>
</tr>
<tr>
<td>Course Description</td>
<td>An examination of applied critical pedagogy and the multiple roles of teachers in the 21st century. Includes a field-based application of the socio-cultural foundations of education within the context of local schools and communities. Emphasizes the cultural, structural and institutional dynamics of schooling in multicultural communities.</td>
<td>This course focuses on critical and practical understandings of teaching, learning, and leading in diverse educational settings. Cultural and structural dynamics in school and community-based programs will be investigated. Students will reflect on themselves as change agents and community builders who use assets-based approaches when engaging children, youth, and adults.</td>
</tr>
<tr>
<td>Major Restriction</td>
<td>ED87 and IDST</td>
<td>BSED</td>
</tr>
<tr>
<td>Title Abreviation</td>
<td>Ed &amp; Comm Applied Critical/Ped.</td>
<td>Ed &amp; Community: Crit Pedagogy</td>
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</table>
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COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Education              Department : Teacher Education              Effective Term : SP 23

Rationale for changing the course:
For some reason, the department determined pre-requisites (added three years ago) are not properly showing in the catalog. We ask that the pre-requisites please be added.

All fields below are required

Subject Prefix and number MSED 4309

Course Title Soc Stud Ed/Intermed/Middle Gr.
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

<table>
<thead>
<tr>
<th>Change</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite</td>
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<td>C or Better in: HIST 1301, HIST 1302, POLS 2310, and POLS 2311</td>
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</tbody>
</table>

These changes will be reflected in Banner, Goldmine, and the catalog
COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Education                   Department : Teacher Education                   Effective Term : SP 23

Rationale for changing the course:
For some reason, the department determined pre-requisites (added three years ago) are not properly showing in the catalog. We ask that the pre-requisites please be added.

All fields below are required

Subject Prefix and number BED 4311

Course Title  Teaching Sci in Bil Elem Clsrn.
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

<table>
<thead>
<tr>
<th>Change</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite</td>
<td>none</td>
<td>C or Better in: BIOL 1203/1103,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 2303, MATH 2304, and PSCI 2303</td>
</tr>
</tbody>
</table>

These changes will be reflected in Banner, Goldmine, and the catalog
COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Education                Department : Teacher Education                Effective Term : SP 23

Rationale for changing the course:
For some reason, the department determined pre-requisites (added three years ago) are not properly showing in the catalog. We ask that the pre-requisites please be added.

All fields below are required

Subject Prefix and number MSED 4311

Course Title  Teaching Sci/Intermed/Midle Gr.
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

<table>
<thead>
<tr>
<th>Change</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite</td>
<td>none</td>
<td>C or Better in: BIOL 1203/1103, MATH 2303, MATH 2304, and PSCI 2303</td>
</tr>
</tbody>
</table>

These changes will be reflected in Banner, Goldmine, and the catalog
Early Childhood Care & Education (ECCE)- Graduates of the BSED-ECCE are prepared to serve young children birth to five years of age [0-5] in diverse, bilingual settings outside of state public schooling. Students with this degree often seek careers in the care and education of infants, toddlers, and preschool-aged children, for settings such as private and public childcare, early intervention, and child-welfare programs, and Head Start.

Education and Community Studies (EDCS)- Graduates of the BSED-EDCS are prepared to work with youths (outside of state public schooling setting) and adults in diverse, bilingual settings. Students with this degree often seek careers in Youth Development or Community Outreach, such as GED/Literacy Adult Educator, Youth/Adult English as Second Language (ESL) Services Staff, or Youth Leadership and Enrichment Program Staff.

Education and Community Studies (EDCS)- Graduates of the BSED-EDCS are prepared to serve children and youth (outside of state public school) and adults in diverse, bilingual settings. Students with this degree often seek careers in a variety of community-based education programs and agencies, including but not limited to: informal education organizations (such as Museums, Science Centers, Parks & Recreation Departments), non-profit organizations related to criminal justice or youth advocacy, community enrichment programs (such as GED/Literacy Education, Youth/Adult English as Second Language (ESL) Education, Assisted-living Communities) or Charter/Private Schools.

(PK-12): Special Education (ASPE)- Graduates with the BSED-ASPE are prepared to become certified State of Texas special education teachers. Graduates of this degree go on to teaching positions in public schools teaching children with special needs in prekindergarten through 12th grade.

Elementary with ESL Certification (EESL) and Elementary with Bilingual Certification (EBIL)- Graduates with the BSED-EESL or BSED EBIL are prepared to become certified State of Texas elementary teachers. Graduates of these degrees go on to teaching positions in public schools teaching prekindergarten through 6th grade.

Middle Grades with Bilingual Certification (MBIL), Middle Grades with ESL Supplemental Certification (MLES), Middle Grades English Language Arts/Reading with ESL Certification (MLSS), Middle Grades Mathematics with ESL Certification (MMAE), and Middle Grades Mathematics and Science with ESL Certification (MMSC)- Graduates with the BSED in any of the Middle Grade Concentrations (MBIL; MLES; MLSS; MMAE; MMSC) are prepared to become certified State of Texas middle school teachers. Graduates of these degrees go on to teaching positions in public schools teaching 4th through 8th grade in their chosen content area specialty.

Marketable Skills
The Marketable Skills for **ALL** of the programs above are:

- **Social Responsibility Skills**: Ability to act ethically and responsibly for the benefit of children, society and the public good
- **Instruction Design Skills**: Knowledgeable and able to apply best practices and linguistically responsive instruction for diverse student populations to promote all students' success
- **Data Use and Assessment Skills**: Ability to use formative and summative assessments to inform instruction and meet the needs of diverse learners
- **Critical Thinking and Problem-solving Skills**: Ability to critically analyze information, find solutions to difficult or complex social and educational issues and to take transformative action
- **Cooperation and Communication Skills**: Ability to work with various professionals in school settings; ability to apply responsive classroom management; ability to effectively engage parents and community members in the educational process

The Bachelor of Science in Education offers two pathways for students seeking a degree in the field of education: one leading to Texas teacher certification and another for students who aim to prepare for a career in various areas such as early childhood education, after school programs, nonprofit work, and community outreach.

**Texas Teacher Certification Pathway**

The BS in Education degree concentrations that lead to certification require that students complete:

1. the University Core Curriculum;
2. supplementary coursework, with a grade of "C" or better in each course;
3. pre-service teaching coursework, with a required minimum combined G.P.A. of 3.0 for these courses;
4. Educator Preparation Program (EPP)/Residency coursework, with a required minimum combined G.P.A. of 3.0 for these courses; and
5. successful completion of Student Teaching Residency I and II.
Students seeking this pathway will apply to the Educator Preparation Program prior to reaching the EPP/Residency designated coursework. For information about admission, fees, and EPP program requirements, visit the Center for Student Success website.

Concentrations Leading to Texas Teacher Certification

Students enrolled in the B will choose from three certification levels: Elementary Education (EC-6), Middle Grades Education (4-8), and All-Level Special Education (EC-12).

There are two specializations within Elementary Education (EC-6):

1. Elementary Education with ESL Certification
2. Elementary Education with Bilingual Certification

There are six specializations within the Middle Grades Education (4-8):

1. Middle Grades with ESL Supplemental Certification
2. Middle Grades with Bilingual Certification
3. Middle Grades English Language Arts/Reading with ESL Certification
4. Middle Grades English Language Arts/Reading and Social Studies with ESL Certification
5. Middle Grades Mathematics with ESL Certification
6. Middle Grades Mathematics and Science with ESL Certification

There is one All-Level (EC-12) Special Education specialization:

1. All-Level Special Education

Background Check Requirement

As part of the Educator Preparation Program (EPP), candidates are required to pass background checks to be eligible to complete field-based experiences and clinical teaching (student teaching) as well as apply for their standard teaching certificate:

Pursuant to the Texas Education Code TEC, §22.0835, candidates must undergo a criminal history background check prior to student teaching; pursuant to the TEC, §22.083, candidates must undergo a criminal history background check prior to employment as an educator. A
candidate may be ineligible for issuance of a certificate on completion of the EPP if an individual has been convicted of an offense.

A person who is enrolled or planning to enroll in an educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

Effective August 1, 2015, MorphoTrust, the Texas Department of Public Safety fingerprinting vendor, can no longer utilize P-numbers in place of social security numbers for completion of the fingerprinting process. As a result, candidates attempting to be fingerprinted using a non-valid 9-digit social security number will not be allowed to complete the fingerprinting process, which is required for the background check necessary for teacher certification in Texas.

Non-certification Pathways

The Bachelor of Science in Education also offers two concentrations for students who are interested in a career in the field of education outside of the realm of state public school teaching. Students interested in working in organizations involving education or child-advocacy, early childhood learning or childcare, early childhood intervention, or Head Start should consider a concentration in:

**Early Childhood Care and Education**

This program is offered both face-to-face, and online through UTEP Connect. The Bachelor of Science in Education- Early Childhood Care and Education (ECCE) program prepares educators to serve young children birth to five years of age (0-5) in diverse, bilingual settings outside of state public schooling. Emphasis in this program is on the care and education of young dual language and English language learners. This is a non-licensure concentration for students seeking professional preparation for working with infants, toddlers, and preschool-aged children, in settings such as private and public childcare, early intervention, community and child-welfare programs, and Head Start.

To earn the BS in Education-ECCE degree, students must complete The University Core Curriculum, College of Education Required Coursework and selected elective courses. All College of Education Required Coursework requires a combined minimum grade point of 3.0. A total cumulative grade point of 2.75 or higher is required for this degree program.

The Early Childhood Care and Education concentration does not lead to Texas teacher certification.

This concentration requires that students complete:

Commented [HA1]: Copy Change to the ECCE section was previously submitted in another curriculum change proposal. Changes indicated here reflect updates to the EDCS program only… Please see the previous curriculum proposal regarding the ECCE concentration for previously submitted/approved copy changes.

Commented [HA2R1]: Please check to see if track change noted here is also included.
1. the University Core Curriculum,
2. required College of Education Courses, and
3. 33 SCH of open electives.

All College of Education Required Coursework require a combined minimum grade point of 3.0. A total cumulative grade point of 2.75 or higher is required for this degree program.

Some of the courses in this concentration require a field-based experience component, which may include participating in area school district or local childcare activities. School districts or childcare centers may require participants to pass background checks prior to being allowed on-site for such activities. Students seeking this concentration should meet with a Center for Student Success (CSS) program advisor to further discuss background check requirements and identify a course-of-study that will help them prepare for their desired career path.

Required Credits: 120

- Complete and pass the THEA or TSI within the first two semesters.
- Plan on taking at least 15 SCH in Fall/Spring semesters and 3 to 6 SCH during Summer terms.
- Aim for a 3.0 GPA or higher; maintain a minimum 2.75 cumulative GPA.

Education and Community Studies Concentration

The Bachelor of Science in Education- Education and Community Studies prepares educators to work with people of all ages in community-based programs and agencies that do not require individuals to hold state teacher certification. Emphasis in this program is on culturally and linguistically sustaining teaching methods aimed at helping meet the life-long learning, care and enrichment needs of all ages and sectors of a diverse community. This is a non-licensure concentration for students seeking professional preparation for working with children, youth and adults, in settings including but not limited to: informal education organizations (such as Museums, Science Centers, Parks & Recreation Departments), non-profit organizations related to criminal justice or youth advocacy, community enrichment programs (such as GED/Literacy Education; Youth/Adult English as Second Language (ESL) education; Assisted-living Communities) or Charter/Private Schools.

The BS in Education-EDCS does not lead to Texas teacher certification. However, graduates of this degree may earn Texas teacher certification by later being admitted and completing program and state testing requirements under the College of Education Alternative Certification Program (ACP). The ACP has pathways both with and without a master's degree that graduates from the BS in Education-EDCS may choose from.

The Education and Community Studies concentration does not lead to Texas teacher certification. This concentration requires that students complete:
1. the University Core Curriculum,
2. mathematics, science, and educational studies coursework,
3. 45 SCH of open electives, and
4. a senior project.

This concentration requires that students complete:

1. the University Core Curriculum,
2. required College of Education Courses (45 SCH), and
3. 33 SCH of open electives.

All College of Education Required Coursework require a combined minimum grade point of 3.0. A total cumulative grade point of 2.75 or higher is required for this degree program.

Some of the courses in this concentration require a field-based experience component, which may include students participating in school district or local childcare activities in their local area. School districts or childcare centers may require participants to pass background checks prior to being allowed on-site for such activities. Students seeking this concentration may choose to meet with a Center for Student Success (CSS) program advisor to further discuss courses with field-based experience components and possible background check requirements.

Some of the courses in this concentration require a field-based experience component, which may include participating in area school district activities. School districts require participants to pass background checks prior to being allowed on-campus for such activities. Students seeking this concentration should meet with a Center for Student Success (CSS) program advisor to further discuss background check requirements and identify a course of study that will help them prepare for their desired career path.

Degree Plan

(under “Expand All Sections” - Education and Community Studies)

Required Credits: 120

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1103</td>
<td>Introductory Biology Lab</td>
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</tr>
<tr>
<td>BIOL 1203</td>
<td>Introductory Biology</td>
<td></td>
</tr>
<tr>
<td>COMM 1301</td>
<td>Public Speaking</td>
<td></td>
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<tr>
<td>GEOL 1313</td>
<td>Intro to Physical Geology</td>
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</tr>
<tr>
<td>STAT 1380</td>
<td>Statistical Literacy</td>
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<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
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<tr>
<td>UNIV 1301</td>
<td>Seminar/Critical Inquiry</td>
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<td><strong>Social and Behavioral Sciences</strong></td>
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<td></td>
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<td>ANTH 1310</td>
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<tr>
<td>GEOG 1310</td>
<td>Cultural Geography</td>
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<tr>
<td>SOCI 1310</td>
<td>Cultural Geography</td>
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<tr>
<td><strong>University Core Curriculum</strong></td>
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<td><strong>Complete the University Core Curriculum requirements.</strong></td>
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<td>College of Education Required Coursework</td>
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<td><strong>Required:</strong></td>
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<tr>
<td>BED 3344</td>
<td>Parent &amp; Community Adv in BED</td>
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<tr>
<td>BED 4340</td>
<td>Principles of Bilingual/ESL Ed</td>
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<tr>
<td>BED 4343</td>
<td>Teaching Academic English</td>
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<tr>
<td>ECED 3300</td>
<td>Child Dev Appl to EC Practice</td>
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<tr>
<td><strong>OR</strong></td>
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<tr>
<td>ECED 3345</td>
<td>Design of Learning Environ in ECCE</td>
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<td>ECED 3380</td>
<td>STEAM in the Early Years</td>
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<tr>
<td>ECED 4300</td>
<td>Responsive Manage &amp; Child Guidance</td>
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<td>EDT 4300</td>
<td>Educational Technology</td>
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<td><strong>OR</strong></td>
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<tr>
<td>EDT 4374</td>
<td>Teaching in the Tech-Rich Classroom</td>
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<td>EDPC 2300</td>
<td>Tech, Assistive Tools, and Issues of Access</td>
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<tr>
<td>EDT 4376</td>
<td>Assess, Plan, and Implement Tech Programs</td>
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<tr>
<td>RED 4310</td>
<td>Adult Literacy in Practice</td>
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<tr>
<td>RED 3315</td>
<td>Foundations of Lit and Learn</td>
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<tr>
<td>RED 4300</td>
<td>Children &amp; Youth Literacy Ed</td>
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<tr>
<td>RED 4355</td>
<td>Digital and Multimodal Literacies</td>
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<td>SPED 3310</td>
<td>Intro to Inclusive Spec Education</td>
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<td>STEM 4380</td>
<td>Informal Science Education</td>
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<td>MATH 2303</td>
<td>Number Concepts</td>
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<tr>
<td>MATH 2304</td>
<td>Geometry &amp; Measurement</td>
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</table>
### Degree Plan

(under “Expand All Sections” - Middle Grades with ESL Supplemental Certification)

Required Credits: 120

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>PSCI 2303</td>
<td>Physical Science I</td>
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<tr>
<td>PSCI 3304</td>
<td>Physical Science II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 3310</td>
<td>Intro to Inclusive Spec Ed</td>
<td>3</td>
</tr>
<tr>
<td>RED 4341</td>
<td>Teach, Learn and Assess of Lit</td>
<td>3</td>
</tr>
<tr>
<td>TED 3330</td>
<td>Ed &amp; Comm Applied Critical/Ped</td>
<td>3</td>
</tr>
</tbody>
</table>

All College of Education Required Coursework require a combined minimum grade point of 3.0.

#### Electives

Students work with their academic advisor to select 11 Elective Courses (33 SCH) relevant to their career goals/community education area of interest. Select forty-five credits of College of Education approved coursework with a minimum of thirty-nine being upper division.

**Education and Community Studies**

Consult advisor for approved courses.

Total Hours: 120

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<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<td>Required Courses:</td>
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<tr>
<td>COMM 1301</td>
<td>Public Speaking</td>
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<tr>
<td>GEOL 1211</td>
<td>Principles of Earth Sciences and Principles of Earth Sci - Lab</td>
<td>3</td>
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<tr>
<td>&amp; GEOL 1111</td>
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<tr>
<td>GEOL 1212</td>
<td>Principles of Earth Science and Laboratory for Geology 1212</td>
<td>3</td>
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<tr>
<td>&amp; GEOL 1112</td>
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<tr>
<td>HIST 2302</td>
<td>World History Since 1500</td>
<td>3</td>
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<td>MATH 1411</td>
<td>Calculus I Statistical Literacy</td>
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<td>UNIV 1301</td>
<td>Seminar/Critical Inquiry</td>
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<tr>
<td><strong>Pathways to Success</strong></td>
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<tr>
<td>- Complete and pass the Qualifying Content Exam as soon as possible.</td>
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<tr>
<td><strong>Supplementary Coursework</strong></td>
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<td>BED 4340</td>
<td>Principles of Bilingual/ESL Ed</td>
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<td>EDPC 2300</td>
<td>Intro to Child &amp; Ad Devel</td>
<td>3</td>
</tr>
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<td>MATH 2303</td>
<td>Number Concepts</td>
<td>3</td>
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<td>Geometry &amp; Measurement</td>
<td>3</td>
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<td>Proportn &amp; Algebrc Reasong I</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 2303</td>
<td>Physical Science I</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 3304</td>
<td>Physical Science II</td>
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<tr>
<td>RED 3315</td>
<td>Foundations of Lit and Learn</td>
<td>3</td>
</tr>
<tr>
<td><strong>Pathways to Success</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Apply to the Educator Preparation Program (EPP) one full semester before you plan to enroll in EPP Coursework. Check the Center for Student Success (CSS) website for admission requirements.</td>
<td></td>
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<tr>
<td>- Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.</td>
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</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
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<td>Pre-Service Teaching Coursework</td>
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<td>ANTH 1302</td>
<td>Intro-Cultural Anthropology</td>
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<tr>
<td>or CHIC 3301</td>
<td>La Chicana</td>
<td></td>
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<tr>
<td>or CHIC 3311</td>
<td>Chicano Studies: Societal Issu</td>
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<tr>
<td>or CHIC 3339</td>
<td>Cultural Diversity &amp; Youth: US</td>
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<td>BIOL 1103</td>
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<td>ESCI 1301</td>
<td>Intro to Environmental Sci</td>
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<tr>
<td>or ASTR 1307</td>
<td>Elem Astronomy-Solar System</td>
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<td>POLS 4313</td>
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<td>RED 4341</td>
<td>Teach, Learn and Assess of Lit</td>
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<td>STAT 1380</td>
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<td>TED 4355</td>
<td>Foundation in Critical Teaching and Learning</td>
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<td>Post-EPP Admission Coursework</td>
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<td>BED 4343</td>
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<td>MSED 4309</td>
<td>Soc Stud Ed/Intermed/Middle Gr</td>
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<tr>
<td>SPED 3310</td>
<td>Intro to Inclusive Spec Ed</td>
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Pathways to Success
- Apply for Student Teaching Residency one full semester before the first planned Student Teaching Residency semester.

- Certification exams must be successfully passed to enroll in MSED 4691: Middle Grades Student Teaching Residency II in order to complete teacher certification requirements.

Educator Preparation Program (EPP) Coursework

Commented [HA3]: Title Change in previous curriculum proposal
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<th>Code</th>
<th>Title</th>
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<td><strong>Residency I</strong></td>
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<td><strong>Total Hours</strong></td>
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Course List
I agree with this course change as you propose. Thanks!

------- Original message -------
From: Alyse Hachey <ahachey72@gmail.com>
Date: 10/2/22 4:59 PM (GMT+01:00)
To: "Kirken, Robert" <rkirken@utep.edu>, "Aguirre, Susana" <saguirre2@utep.edu>
Subject: Need email of support please

Dear Dr. Kirken-

We have two Education courses for middle school students (BED 4311 and MSED 4311), which are science teaching methods courses. There is an error in the catalog and the pre-reqs should be: BIOL 1203/1103, MATH 2300, MATH 2304, and PSCI 2303 for these courses. I am submitting a course change form to fix this. May I get an email from you saying College of Sci is okay with us adding these as pre-reqs, please.... so I can include your email in our curriculum change packet.

--Alyse

P.S. Sorry this is coming from my personal gmail, I am currently not able to send emails through my UTEP account (sigh).

Alyse C. Hachey, Ph.D.
Co-Chair Teacher Education Department
College of Education
UTEP