

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: December 3, 2019

From: Dr. Alyse C. Hachey, Co-Chair of Teacher Education Department

Through: Dr. Sarah Peterson, Chair of College of Education Curriculum Committee

Through: Dr. Clifton Tanabe, Dean of College of Education

To: Dr. Carla Ellis, Chair of UTEP Undergraduate Curriculum Committee

Proposal Title: Major revision to UG EPPs for elementary, middle grades & Special Ed.

The undergraduate educator preparation programs (EPPs) for elementary and middle grades education have undergone an extensive revision process. The revision to these programs comes in response to:

- 1) an external evaluation in January 2019 from Teacher Preparation Inspection-US (TPI-US) that assessed major quality factors in the programs and our desire to address issues raised in the evaluation;
- 2) the piloting and subsequent adoption of a new year-long student teaching/residency program within the undergraduate EPP focused on enhancing the quality and readiness of teacher candidates graduating from our programs;
- 3) new legislation related to Texas state EPPs requiring all elementary and middle grades teacher candidates to gain a new, additional certification in the Science of Teaching Reading;
- 4) significant changes to Texas State teacher certification exams (addition of exams, deletion of exams; major changes to existing exam content);
- 5) an internal, data-driven audit of our elementary programming in response to a desk audit by the Texas Education Agency (TEA) in summer-fall 2019; and
- 6) the need to update course-level and program-level content based on recent research in the fields and new state standards.

The confluence of all of these factors instigated a concerted curriculum review by Teacher Education Faculty and has necessitated an overhaul of several key aspects of the EC-8 (Early Childhood-grade 8) EPP curriculum. The enclosed documents comprise a formal proposal for the revisions to the curriculum.

Broadly, the rationale for the proposed changes are:

- 1) to respond to recent field-relevant research and trends in elementary and middle grades education to better prepare our pre-service teacher candidates;
- 2) to respond to recent Texas state legislation and State Board of Educator Certification (SBEC) changes, including meeting new state code and new certification requirements;

- 3) to facilitate the adoption of the new year-long student teaching residency program, which has been developed with support and technical assistance from state- and national-level partners;
- 4) to update course-level information for consistency among and between the programs and to create flexible blocking of courses to ensure our students get the preparation they need for each checkpoint in the new programs.

The proposed revisions to the programs fall within the 120 SCH-limit to the bachelor's degree and are focused primarily on changes to education courses. The proposed revisions include:

Degree Name Change

Change in Name of Degree: Change Bachelor of Arts in Applied Learning Development (APLE)] to Bachelor of Science in Education (BSED)

Note 1: House Bill 3217 passed during the 2019 legislative session and was signed by the governor on May 24, 2019. It reinstated Education as a viable major for students seeking teacher certification. HB 3217 overturned prior legislation that prohibited certification-seeking students from majoring in education in the state of Texas, leading students to major in another area of study, e.g. Interdisciplinary Studies or Applied Learning and Development. We are following other programs in the UT system and across the state that are changing their degrees to the now allowed BS in Education.

Note 2: Note: We wish to de-couple the degree name change of the major from the course-level changes in our concentrations, given that the timeline for the Texas Higher Education Coordinating Board to approve the degree name may extend beyond the timeline for implementing proposed program and course-level changes.

The revisions to the **Elementary** programs include:

Program-level changes for Elementary:

- New names of Concentrations under degree:
 - Elementary with ESL Certification (ELED) [To replace EC-6 Generalist]
 - Elementary with Bilingual Certification (ELBED) [To replace EC-6 Bilingual]
- All Supplementary Courses applied to the programs must have a final grade of "C" or better.
- Pre-service teaching coursework requires a minimum combined G.P.A. of 3.0.
- EPP Courses taken during Student Teaching Residency requires a minimum combined G.P.A. of 3.0.
- Successful completion of University Core is required for enrollment in Pre-service Teaching Courses.
- Successful completion of all Pre-service Teaching courses [except SPED 3310] AND admission into the EPP AND acceptance into the EPP/Student Teaching Residency I Program is required for enrollment in Residency I courses.
- Successful completion of SPED 3310 AND all EPP/Residency I Courses AND successful passing of the TExES content certification exams is required for enrollment in EPP/Residency II courses.

- ELED: Students take ENGL 3305 OR ENGL 4354 (not both); ELBED: Students take ENGL 3305 OR ENGL 4354 or SPAN 3312.

Course-level changes:

Updates have been made to 16 existing courses to align with the new programs' pacing and content (i.e. prerequisites, co-requisites, restrictions and approvals, changes in hours to reflect moving of course associated fieldwork, or changes in credit hours/course number to reflect moving/addition of content); updating of course titles and course descriptions; and to reflect new program grade requirements:

- | | | |
|------------|-------------|-------------|
| • BED 4309 | • BED 4345 | • ELED 4310 |
| • BED 4310 | • BED 4690 | • ELED 4311 |
| • BED 4311 | • ECED 4335 | • ELED 4690 |
| • BED 4338 | • ECED 4357 | • RED 4338 |
| • BED 4340 | • ELED 4309 | • RED 4341 |
| • BED 4343 | | |

Course Additions:

Eight new courses have been developed for the programs. These courses will be added to improve the quality of preparation of students and facilitate the new pacing and new year-long student teaching residency program (Sample course syllabi are provided):

- BED 4355: Seminar in Applied Bilingual Teaching and Learning
- BED 4380: Bilingual Elementary Student Teaching Residency I
- ECED 3310: The Arts in the Early Years
- ECED 4300: Responsive Classroom Management
- EDT 4300: Educational Technology
- ELED 4380: Elementary Student Teaching Residency I
- RED 3315: Foundations of Literacy and Learning
- TED 4355: Seminar in Applied Critical Pedagogy

Course Replacements:

Replacements are being made to facilitate the new year-long student teaching residency program and to better prepare our students to meet state certification and professional standards. The eight courses that will be removed from elementary degree plans (but not officially from the general catalog of education courses because they are used in other programs) are:

- BED 3344 Parent & Community Advocacy in BED
- ECED 3209: Arts for the Elementary Teacher
- EDU 1301 Language, Culture and Education
- EDU 1325 Schools and Society
- EDU 1342 Action Research in Classrooms
- EDU 2301 Service-Learning & Diversity
- RED 2430 Foundations of Literacy and Learning
- TED 3330 Ed & Applied Community Critical/Ped

The revisions to the **Middle Grades** programs include:

Program-level changes:

- Change in Name of Concentrations:
 - Middle Grades with ESL Supplemental Certification [to replace 4-8 Generalist];
 - Middle Grades with Bilingual Certification [to replace 4-8 Bilingual Generalist];
 - Middle Grades English Language Arts/Reading with ESL Certification [to replace 4-8 English Language Arts and Reading]
 - Middle Grades English Language Arts/Reading and Social Studies with ESL Certification [to replace 4-8 English Language Arts and Reading and Social Studies]
 - Middle Grades Mathematics with ESL Certification [to replace 4-8 Math]
 - Middle Grades Mathematics and Science with ESL Certification [to replace 4-8 Math and Science]

Course-level changes:

- Updates have been made to MSED 4691 to reflect new restrictions and approvals, to update the course title and description and to reflect new program grade requirements.
- BED 4343 has been updated. The Course change form is noted in the elementary changes.

Course Additions:

One new course has been added to all middle grades concentrations. The course is added to improve the quality of preparation of students and facilitate the new pacing and new year-long student teaching residency program (Sample course syllabi is provided):

- MSED 4390: Middle Grades Student Teaching Residency I

Course Replacements:

- TED 3330 is changed to TED 4355 in all concentrations. The course add form for TED 4355 is noted in the elementary changes. This course replacement is needed related to the new program pacing and specific content delivery related to the Residency program and certification.
- In the Middle Grades ELAR/SS Concentration, MSED 4390 is replacing ENGL 4354. The Student Teaching Residency I course needs to be in the program to facilitate the new year-long residency (other courses in the program are required because they provide specific content needed for state certification).
- In the Generalist, Bilingual, ELAR and ELAR/SS concentrations, RED 3342 is being replaced with the new course RED 3315. The course add form for RED 3315 is noted in the elementary changes. This replacement is being made because RED 3315 provides specific content knowledge for the STR exam, which is the new test that students in these particular concentrations have to take for state certification.

The revisions to the **PK-12 SPED** program include:

Program-level changes:

- Students will only be able to take RED 4341 (rather than having the option of RED 4341 or RED 3342). This change is because RED 4341 provides specific content knowledge for the STR exam, which is the new test that students in this concentration have to take for state certification.

Course-level changes:

- BED 4343 has been updated. The Course change form is noted in the elementary changes.

Course Replacements:

- EDT 3371 is replaced with EDT 4300. The course add form for EDT 4300 is noted in the elementary changes. This replacement is being made because EDT 4300 now has advanced content required per Texas Education Agency Code and certification requirements.
- ENGL 4354 is replaced with RED 3315. The course add form for RED 3315 is noted in the elementary changes. This replacement is being made because RED 3315 provides specific content knowledge for the STR exam, which is the new test that students in this concentration have to take for state certification.
- TED 3300 is replaced with TED 4355. The course add form for TED 4355 is noted in the elementary changes. This replacement is being made because the new course provides specific content needed for certification.

Enclosed you will find the necessary documentation in support of all of these proposed changes, including:

- 19 Course change forms;
- 9 Course add forms;
- 9 Sample syllabi for new courses;
- Revised Undergraduate Catalog descriptions for the programs and degree plans.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Curriculum Revisions for Elementary and Middle Grades EPPs

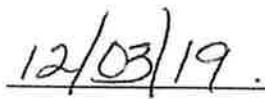
College: Education

Department: Teacher Education

DEPARTMENT CHAIR

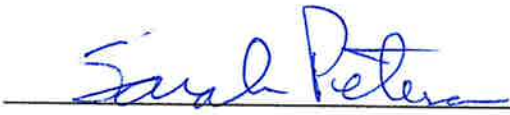
I have read the enclosed proposal and approve this proposal on behalf of the department.


Signature


Date

COLLEGE CURRICULUM COMMITTEE CHAIR

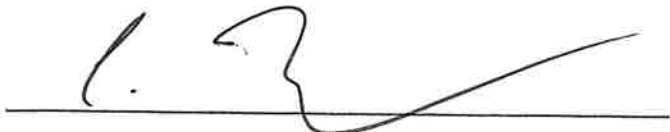
I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

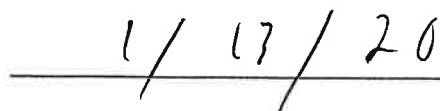

Signature


Date

COLLEGE DEAN

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.


Signature


Date

Name Changes

**Notification Form for Administrative Changes
Texas Higher Education Coordinating Board**

Directions: An institution shall use this form to notify the Board of an administrative change.

Information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. **Institution:** **The University of Texas at El Paso**

2. **Description of Administrative Change:** *(e.g., create a new Department of Sociology; merge existing College of Science and College of Liberals Arts into a new College of Arts and Science, etc.)*

Change the name of the Bachelor of Arts in Applied Learning and Development (APLE) to the Bachelor of Science in Education (BSED)

3. **Program Inventory** – Show how the change would appear on the Coordinating Board's Program Inventory. Include all degree programs and corresponding Texas CIP codes affected by the change but do not include proposed administrative unit codes for the new academic unit(s). Board staff will assign the new administrative unit codes.

Bachelor of Science in Education (BSED) within the Dean's Office in the College of Education

4. **Implementation Date:** (MM/DD/YY) **Fall 2020**

5. **Phase Out Date (if applicable):** (MM/DD/YY) **Fall 2020**

6. **Contact Person:** Provide contact information for the person who can answer specific questions about the program.

Name: Dr. Alyse C. Hachey
Title: Co-Chair, Teacher Education Department
Email: ahachey@utep.edu
Telephone: 915-747-7677

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Administrative Information

1. **Institution:** **The University of Texas at El Paso**

2. **Description of Administrative Change:** *(e.g., create a new Department of Sociology; merge existing College of Science and College of Liberal Arts into a new College of Arts and Science, etc.)*

Change the name of the Concentration in EC-6 Bilingual within the Bachelor of Arts in Applied Learning to the Concentration in Elementary with Bilingual Certification (ELBED) within the Bachelor of Science in Education (BSED)

3. **Program Inventory** – Show how the change would appear on the Coordinating Board's Program Inventory. Include all degree programs and corresponding Texas CIP codes affected by the change but do not include proposed administrative unit codes for the new academic unit(s). Board staff will assign the new administrative unit codes.

Concentration in Elementary with Bilingual Certification (ELBED) within the Bachelor of Science in Education (BSED) in the College of Education Dean's Office

4. **Implementation Date:** (MM/DD/YY) **Fall 2020**

5. **Phase Out Date (if applicable):** (MM/DD/YY) **Fall 2020**

6. **Contact Person:** Provide contact information for the person who can answer specific questions about the program.

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2. **Description of Administrative Change:** *(e.g., create a new Department of Sociology; merge existing College of Science and College of Liberals Arts into a new College of Arts and Science, etc.)*

Change the name of the Concentration in EC-6 Generalist within the Bachelor of Arts in Applied Learning to the Concentration in Elementary with ESL Certification (ELED)

3. **Program Inventory** – Show how the change would appear on the Coordinating Board's Program Inventory. Include all degree programs and corresponding Texas CIP codes affected by the change but do not include proposed administrative unit codes for the new academic unit(s). Board staff will assign the new administrative unit codes.

Concentration in Elementary with ESL Certification (ELED) within the Bachelor of Science in Education (BSED) in the College of Education Dean's Office

4. **Implementation Date:** (MM/DD/YY) **Fall 2020**

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Name: Dr. Alyse C. Hachey
Title: Co-Chair, Teacher Education Department
Email: ahachey@utep.edu
Telephone: 915-747-7677

Catalog Changes

College of Education

- **Overview**
- **Faculty**
- **Departments and Programs**

Education Building, Room 414

915.747.5572

915.747.5755

education@utep.edu

Web sites

College of Education: <http://academics.utep.edu/education>

Teacher Education Graduate: <http://academics.utep.edu/teachered>

Education-Psychology Graduate: <http://academics.utep.edu/edpsychology>

Education Leadership: <http://academics.utep.edu/edleadership>

Center for Student Success: <http://coe.utep.edu/css>

Introduction

The mission of the College of Education (College or COED) at UTEP is to prepare effective teachers, counselors, diagnosticians, and school administrators to successfully address the needs of schools and other youth serving agencies, especially those in multicultural communities. To support this mission, the faculty members of the College engage in research and scholarly activities, provide educational services to local schools and community, and strive to demonstrate by example the quality of teaching expected of our graduates.

Undergraduate Programs

The [Bachelors of Science in Education](#) ~~Bachelor of Arts in Applied Learning and Development~~ 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](#), afterschool programs, nonprofit work, ~~early childhood intervention~~, and community outreach.

Texas Teacher Certification Pathway

The College of Education Educator Preparation Program (EPP) provides qualified students with unique educational experiences to help them attain the knowledge, values, and skills needed to enter the teaching profession and to receive an initial Texas teaching certificate. Individuals interested in becoming early childhood/elementary, middle school, or all-level special education Texas certified teachers, pursue a Bachelor of [Science in Education](#) ~~Arts in Applied Learning and Development~~. Students may choose from the following concentrations:

- [Elementary with ESL Certification](#)
- [Elementary with Bilingual Certification](#)

- ~~4-8 Bilingual Generalist~~
- ~~Middle Grades with Bilingual Certification~~
- ~~Middle Grades with ESL Supplemental Certification~~
- ~~4-8 Generalist~~
-
- ~~Middle Grades English Language Arts/Reading with ESL Certification~~ ~~4-8 English Language Arts and Reading~~
-
- ~~Middle Grades English Language Arts/Reading and Social Studies with ESL Certification~~ ~~4-8 English Language Arts, Reading, and Social Studies~~
-
- ~~Middle Grades Mathematics with ESL Certification~~ ~~4-8 Mathematics~~
-
- ~~Middle Grades Mathematics and Science with ESL Certification~~ ~~4-8 Mathematics and Science~~
- ~~EC-6 Bilingual Generalist~~
- ~~EC-6 Generalist~~
-

- PK-12 Special Education

Students interested in becoming secondary education or all-level education certified teachers, complete a major in the specialization area in which they will teach (e.g., All-level Art Certification students complete a Bachelor of Arts with the College of Liberal Arts) and a minor or concentration with the College of Education. Coursework information appears in the appropriate section of this catalog under the College of Health Sciences, Liberal Arts, and Science. Students may pursue certification in the following areas:

Secondary Education

- Dance 6-12
- English Language Arts and Reading 7-12
- History 7-12
- Journalism 7-12
- Life Science 7-12
- Mathematics 7-12
- Physical Science 6-12
- Physics/Mathematics 7-12
- Science 7-12
- Social Studies 7-12
- Speech 7-12

All-level Education

- Art EC-12
- Health EC-12
- LOTE: French
- LOTE: Spanish
- Music EC-12
- Physical Education EC-12
- Theatre EC-12

Students planning on becoming certified in Texas as secondary or all-level education teachers are advised by their major advisors of the college where their major resides and by their assigned Center for Student Success (CSS) program advisors [in the College of Education](#) for their concentration in secondary or all-level education.

Non-certification Pathway

The Bachelor of [Science in Education](#) [Arts in Applied Learning and Development](#) also offers a concentration for students who are interested in a career in the field of education outside of the realm of classroom teaching. Students interested in working in organizations involving education or child-advocacy, early childhood learning or childcare, early childhood intervention, etc., should consider a concentration in:

- Education and Community Studies

Graduate Programs

At the graduate level, the College offers master's degrees in the areas of Literacy Education, Curriculum and Instruction (i.e., Bilingual Education, Early Childhood/Elementary Education, Educational Technology, and Engineering), Educational Administration, School Counseling, Mental Health Counseling, Educational Diagnostics, and Special Education. Students who wish to specialize in other subject areas can consult with COED Graduate Faculty for approval. In addition to these graduate degree programs, the College offers graduate-level courses leading to advanced Texas licensure in administration, supervision, counseling, and various teaching specialties. A Doctorate of Philosophy (Ph.D.) in Teaching, Learning, and Culture is offered in the Department of Teacher Education and a Doctor of Education (Ed.D.) in Educational Leadership and Administration is offered in the Department of Educational Leadership and Foundations. (For information about graduate programs in Education, students should refer to the University's Graduate Catalog.)

Educator Preparation Program

The College maintains close ties with practicing professional teachers through field-based teacher preparation programs. The educator preparation programs are approved by the Texas Higher Education Coordinating Board (THECB) and by the Texas State Board for Educator Certification (SBEC). Students who successfully complete a certification program are recommended to receive teacher certification in the state of Texas.

Professional certification programs in the College of Education are offered in [Early Childhood/Elementary Education](#); Bilingual Education; Reading Education; Middle, Secondary, and All-Levels Education; Counseling; Special Education; Educational Diagnostics; and Educational Administration.

Students wishing to explore teaching as a career option enroll in education sections of UNIV 1301. In this course, information concerning the teaching profession is presented, and students have an opportunity to discuss career issues with education faculty and public-school practitioners. Education-focused learning communities are available for students with 0-45 credit hours of academic work. The COE Center for Student Success (CSS) is located in Room 412 of the Education Building. This office provides information about undergraduate degrees, certification, and transfer work. The College administrative offices are located on the fourth floor of the Education Building. Program and faculty offices are located on the first through eighth floors.

Undergraduate Degrees and Teaching Licenses

Early Childhood/Elementary Grades, Middle Grades, and All-Level Special Education

The College offers a Bachelor of [Science in Education](#)~~Arts in Applied Learning and Development~~ degree for students who wish to become certified teachers in [Early Childhood/Elementary Grades](#), Middle Grades, and All-Level Special Education. Students working on the [BS in Education](#) ~~BA in Applied Learning and Development~~ degree must have their degree plan filed in the College of Education. These students are advised by College of Education Center for Student Success ([CSS](#)) program advisors, and can request degree and certification course substitutions through these individuals.

Secondary Education and All-Level Education

Students interested in becoming secondary or all-level (Art, Health, LOTE, Music, ~~or Theatre~~[or](#) Physical Education) complete a major through the College of Health Sciences, College of Liberal Arts, or College of Science and a minor in secondary or all-level teaching, depending on their specialization area, with the College of Education. Programs of-study information ~~appears can be found~~ in the appropriate section of this catalog under the Colleges of Health Sciences, Liberal Arts, and Science. Information on the secondary and all-level teaching minors is available in the CSS website at utep.edu/education/css/.

Students planning to become certified in Texas as secondary or all-level teachers must have their degree plan and a copy of their current certification plan filed under the college in which they are pursuing their major. These students must also have a copy of their degree plan and a certification plan filed in the CSS, College of Education Building, Room 412. Students are advised by the advisors of the college of their major for their major program requirements and by the CSS advising staff for their minor or concentration in secondary or all-level education. Requests for course substitutions for courses pertaining to the major program requirements are handled by the respective college dean's office. Substitutions pertinent to the secondary or all-level teaching certificate minor are handled by the CSS program advisors, under the purview of the Dean's Office of the College Education.

Transfer Students Seeking Degrees in Education

Undergraduate transfer students seeking a bachelor's degree in [Education Applied Learning and Development](#) must submit an application for admission and original copies of their transcripts to the Office of Admissions and Recruitment, located in the Mike Loya Academic Services Building. Transfer students cannot be advised in the College of Education until a written evaluation of previous academic work has been prepared by the Office of Admissions and Recruitment.

Alternative Certification Program

The College of Education offers an alternative certification program for students who have already completed a bachelor's degree and wish to become early childhood/elementary education, middle grades, secondary, or all-level Texas certified teachers. This is a non-degree plan administered by the [Center for Student Success \(CSS\)](#) in cooperation with the academic department in which the student's teaching specialization resides.

For information about admission, fees, and program requirements, visit the Center for Student Success website at utep.edu/education/css/ or the CSS office at:

Center for Student Success
Room 412
College of Education
(915) 747-5571
Email: coecss@utep.edu

Additional Certification Levels, Fields, and Supplemental

Teachers who are already certified in Texas can add any level of certification or field of specialization available to early childhood/elementary education, middle, secondary, and all-level UTEP students. The state provides certified teachers an opportunity to add new certification levels and specialization fields by challenging the TExES tests in those areas (H.B. 2185). There are also supplementary certificates offered in Bilingual Education and English as a Second Language (ESOL).

Out-of-State Teachers

Teachers with valid out-of-state teaching credentials who are seeking a Texas certificate must contact the Texas State Board for Educator Certification (SBEC) directly in order to have their credentials evaluated. Information is available on the SBEC website (<http://www.sbec.state.tx.us>). To update their certificate, teachers with expired out-of-state teaching certificates must either contact the state in which they were certified before contacting SBEC, or follow the procedure established for students who have a bachelor's degree and desire an initial Texas certification.

Admission to Educator Preparation Program (EPP)

Bachelor of [Science in Education Arts in Applied Learning and Development](#) program students who wish to become [early childhood](#)/elementary, middle grades, or all-level special education certified teachers in Texas receive a degree plan and information about the Educator Preparation Program (EPP) admission requirements during their New/Transfer Student Orientation advising session with the College of Education (COED). Undergraduate students pursuing secondary grades or other all-level teacher certification, receive information about the EPP and major requirements during their New/Transfer Student Orientation advising session with the college where their major resides. Beginning during their first semester at UTEP, students can begin to work on EPP admission requirements, which are available on the CSS website at utep.edu/education/css/.

According to University policy, students must remain in good standing to progress toward the completion of a degree program (see the appropriate catalog section under Academic Standards). In addition, students can be barred from enrolling in professional education courses if their suitability for the teaching profession is found to be unacceptable.

Field-Based Experience and Student Teaching [Residency](#) Requirements

Students are expected to spend a significant amount of time in specially selected schools (partner schools and professional development schools) while they complete [pre-EPP](#) courses as well as their [EPP](#)/student teaching [residency](#). Admission to EPP is required for enrollment in [EPP/Residency](#) courses that involve a field-based experience component. Additionally, students are required to pass the qualifying and Texas Examinations of Educator Standards (TExES) certification exams prior to enrolling in student teaching.

The Texas State Board for Educator Certification (SBEC) regulates the certification of educators to teach Texas public-school children. Before an individual can be certified, SBEC must conduct a criminal history background check to ensure an applicant's suitability to interact with children. Working with the Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI), the agency conducts statewide criminal history background checks on all applicants for educator Certification. Students pursuing educator preparation should be aware that some criminal histories can lead to the denial of certification as a teacher.

Texas public school districts require student teaching [residency](#) and field-based experience participants to undergo a criminal history background check prior to placement in the school district. School districts can deny placement to students with a criminal background. If a school district denies a placement or other field-based experiences for this reason, the UTEP College of Education can attempt to assist the student in obtaining a placement in an alternate district. Students should be aware, however, that if they are unable to obtain a placement, they will not meet UTEP's program or state certification requirements.

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.

Student Teaching Residency

Description

Student teaching residency for ~~early childhood~~/elementary grades, middle grades, special education, secondary, and all-level programs consists of one or two semesters (depending on concentration) in which students are assigned to partner schools where they spend at least one semester of five days per week for the entire school day for a minimum of 15 weeks engaged in student teaching. ~~In this semester~~During student teaching residency, the major concepts and skills are introduced and student teachers become familiar with the pupils, the teams of teachers, and the community of the partner schools to which they are assigned. The semester~~(s)~~ has/have an emphasis on role induction. Student teachers assist teachers mainly through small-group work and begin to experience whole-class instruction. Student teachers demonstrate that they can synthesize the knowledge, values, and experiences of earlier semesters in developing an effective teaching style. Proficiency in all program competencies is assessed during this time.

Student teaching takes place during the spring and/or fall semester. Students are usually assigned to their student teaching classrooms two weeks prior to the start of the regular semester. Students normally begin student teaching on the first day of teacher in-service or soon afterward.

Application for Graduation and Certification

Students must apply for graduation during the first month of the semester in which they intend to complete all degree requirements. A graduation fee is required.

Students who are seeking certification must register for and pass the appropriate state certification examinations (TExES). Students apply for certification once they complete all the program and state requirements, including the appropriate TExES tests. A fee is required for the Texas certificate.

In order to be recommended for degree and/or certification, a student must:

Complete the courses listed in the degree and certification plan with an overall GPA of at least 2.0.

Have a 2.5 GPA or better in the teaching field specialization.

Have a 2.75 GPA or better in professional education courses.

Complete the Texas Education Agency (TEA) application and pay fees.

Complete fingerprint/background check requirements.

Meet State Board of Educator Certification requirements that are in place at the time of certification application submission.

Note: To receive initial Texas teacher certification, individuals must be free of felony convictions.

Additional information:

For more information, schedule an appointment with a CSS program advisor:

Center for Student Success

Room 412

College of Education

(915) 747-5571

Email: coecss@utep.edu

Website: utep.edu/education/css/

- [Home](#)>
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- [Teacher Education](#)>
- [BA in Applied Learning](#) [BS in Education](#)

BA in Applied Learning and Development Bachelor of Science in Education

The Bachelor of [Science in Education](#) ~~Arts in Applied Learning and Development~~ 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, [early childhood intervention](#), and community outreach.

Texas Teacher Certification Pathway

The [BS in Education](#) ~~BA in Applied Learning and Development~~ degree concentrations that lead to certification require that students complete:

1. the University Core Curriculum;
 2. [supplementary content](#) and ~~pre-service~~ coursework, [with a grade of "C" or better in each course](#);
 - 2.3. ~~pre-service~~ teaching [coursework, with a required minimum combined G.P.A. of 3.0 for these courses](#);
 - 3.4. ~~Educator Preparation [EPP]/R~~ [residency coursework, with a required minimum combined G.P.A. of 3.0 for these courses](#);
- and
- 4.5. 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 at [utep.edu/education/css/](#).

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Concentrations Leading to Texas Teacher Certification

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

There are [three-two](#) specializations within Early [Childhood through Grade 6](#) [Elementary Education](#) (EC-6):

1. Elementary Education [with ESL Certification](#): ~~Generalist~~
2. Elementary Education [with Bilingual Certification](#): ~~Bilingual Education Generalist~~
3. ~~Elementary Education: Bilingual Education Generalist (Head Start)~~

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

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](#)
1. ~~Middle Grades Education: Generalist~~
2. ~~Middle Grades Education: Bilingual Education Generalist~~
3. ~~Middle Grades Education: English Language Arts-Reading~~
4. ~~Middle Grades Education: English Language Arts-Reading and Social Studies~~
5. ~~Middle Grades Education: Mathematics~~
6. ~~Middle Grades Education: Mathematics and Science~~

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.

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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 Pathway

Education and Community Studies Concentration

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.

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.

Additional information:

For more information, schedule an appointment with a CSS program advisor:

Center for Student Success
Room 412

College of Education

(915) 747-5571

Email: coecss@utep.edu

Website: utep.edu/education/css/

Degree Plan

Bachelor of Arts in Applied Learning and Development with a Concentration in EC-6 Bilingual Generalist

Required Credits: 120

Code	Title	Hours
Pathways to Success		
– 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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses require a C or better.)		
The following courses fulfill University Core and program requirements:		
ANTH 1310	Cultural Geography	3
or GEOG/SOCI 1310	Cultural Geography	
BIOL 1103	Introductory Biology Lab	1
BIOL 1203	Introductory Biology	2
COMM 1301	Public Speaking	3
GEOL 1103	Lab for GEOL 1313	1
GEOL 1313	Intro to Physical Geology	3

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HIST 2302	World History Since 1500	3
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STAT 1380	Descriptive & Inferential Stat	3
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UNIV 1301	Seminar/Critical Inquiry	3
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Pathways to Success

–Complete and pass the Qualifying Content Exam as soon as possible.

Supplementary Coursework

Required Courses:

ENGL 3305	Children's Literature	3
or ENGL 4354	Writing Processes of Children	

MATH 2303	Number Concepts	3
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MATH 2304	Geometry & Measurement	3
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MATH 3305	Proportion and Algebra	3
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PSCI 2303	Physical Science I	3
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PSCI 3304	Physical Science II	3
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Pathways to Success

–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.

–Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.

Pre-Service Teaching Coursework

Required Courses:

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BED 3344	Parent & Community Adv in BED	3
BED 4309	Biling Soc Stud Ed/Prim Grades	3
BED 4340	Principles of Bilingual/ESL Ed	3
BED 4345	Biliteracy Development	3
ECED 3209	Arts for Elementary Teacher	2
EDU 1301 or EDU 1325/1342/2301	Language, Culture & Education Schools and Society	3
EDPC 2300	Dev in Young Child & Youth	3
HSCI 4101	Health Ed Elem Schl Teach Lab	1
KIN 4101	P.E. for the Classroom Teacher	1
RED 2430	Fndtns of Literacy & Learning	4
RED 4341	Literacy Assessment & Teaching	3
SPAN 3312	Pedagogical Issues in Spanish	3
Pathways to Success		

-To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.

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- Apply for Student Teaching one full semester before the planned Student Teaching semester.

- The final semester should be reserved for only Student Teaching.

Post-EPP Admission Coursework

Required Courses:

BED 4310	Teaching Math/Dual Lang Clsrn	3
BED 4311	Teaching Sci/Dual Lang Clsrn	3
BED 4338	Lang Art Mthd-Dual Lang Setg	3
BED 4343	Sheltered ESL Instruction	3
BED 4690	Student Teaching in Biling Ed	6
ECED 4357	Play & Learn in the Early Yrs	3
EDT 3371	Educational Technology	3
SPED 3310	Sp Ed Svc/Stud/Gen/Sped Ed Set	3

Total Hours **120**

Course List

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Bachelor of Science in Education with a Concentration in Elementary with Bilingual Education

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.

<u>University Core Curriculum</u>	<u>Hours</u>
Designated Core	
<u>Communication (Select 6 hours)</u>	<u>6</u>
COMM 1611; RWS 1301	
<u>Mathematics</u>	<u>3</u>
STAT 1380	
<u>Life and Physical Sciences</u>	<u>6</u>
BIOL 1103; BIOL 1203; GEOL 1103; GEOL	
<u>Language, Philosophy and Culture</u>	<u>3</u>
HIST 2302	
<u>Creative Arts (Select 3 hours)</u>	<u>3</u>
ART 1300; ARTH 1305; ARTH 1306; MUSL 1324; THEA 1313	
<u>American History</u>	<u>6</u>
HIST 1301; HIST 1302	
<u>Political Science</u>	<u>6</u>
POLS 2310; POLS 2311	
<u>Social and Behavioral Sciences (Select 3 hours)</u>	<u>3</u>
ANTH 1310* OR GEOG/SOCI 1310*	
<u>Component Area Option</u>	<u>6</u>
COMM 1301; UNIV 1301	

Total 42

Courses listed = Candidates dual fulfill Pre-professional Recommended Courses and University Core Curriculum.

Supplementary Courses

Required:

<u>Code</u>	<u>Title</u>	<u>Hours</u>
<u>MATH 2303</u>	<u>Number Concepts</u>	<u>3</u>

MATH 2304	Geometry & Measurement	<u>3</u>
MATH 3305	Proportion and Algebra	<u>3</u>
PSCI 2303	Physical Science I	<u>3</u>
PSCI 3304	Physical Science II	<u>3</u>
EDPC 2300	Dev in Young Child & Youth	<u>3</u>
		Total <u>18</u>

All supplementary courses applied to the program must have a final grade of "C" or better.

Pre-Service Teaching Coursework

Successful completion of University Core plus a minimum of 55 SCH is required for enrollment in Pre-service Teaching Coursework.

Code	Title	Hours
<u>RED 3315</u>	<u>Foundations of Literacy and Learning</u>	<u>3</u>
<u>BED 4340</u>	<u>Principles of Bilingual/ESL ED</u>	<u>3</u>
<u>BED 4311</u>	<u>Teaching Science in Bilingual Elementary Classrooms</u>	<u>3</u>
<u>HSCI 4101</u>	<u>Health Ed Elementary School Teach Lab</u>	<u>1</u>
<u>KIN 4101</u>	<u>P.E. for the Classroom Teacher</u>	<u>1</u>
<u>BED 4309</u>	<u>Teaching Social Studies in Bilingual Elementary Classrooms</u>	<u>3</u>
<u>RED 4341</u>	<u>Teaching, Learning & Assessment of Literacy</u>	<u>3</u>
<u>BED 4343</u>	<u>Teaching Academic English</u>	<u>3</u>
<u>SPAN 3312</u>	<u>Pedagogical Issues in Spanish</u>	<u>3</u>
<u>OR</u>		
<u>ENGL 3305</u>	<u>Children's Literature</u>	
<u>OR</u>		
<u>ENGL 4354</u>	<u>Writing Processes of Children</u>	
<u>ECED 3310</u>	<u>The Arts in the Early Years</u>	<u>3</u>
<u>ECED 4357</u>	<u>Play & Learning in the Early Years</u>	<u>3</u>
<u>ECED 4300</u>	<u>Responsive Classroom Management</u>	<u>3</u>
<u>BED 4345</u>	<u>Biliteracy Development</u>	<u>3</u>
<u>SPED 3310</u>	<u>SP Ed Svc/Stud/Gen/Sped Ed Set</u>	<u>3</u>

Total 38 38

Educator Preparation Program [EPP] Coursework

EPP coursework requires a combined G.P.A. of 3.0.

Requirements for enrollment in Residency I:

- Successful completion of all Pre-service Teaching Courses (except SPED 3310)
- Admissions to EPP AND
- Acceptance into Residency I (student-teaching)

EPP Courses taken during Residency I:

<u>Code</u>	<u>Title</u>	
<u>Hours</u>		
<u>BED 4338</u>	<u>Teaching Language Arts in Bilingual Elementary Classrooms</u>	<u>3</u>
<u>BED 4310</u>	<u>Teaching Math in Bilingual Elementary Classrooms</u>	<u>3</u>
<u>BED 4355</u>	<u>Seminar in Applied Bilingual Teaching and Learning</u>	<u>3</u>
<u>BED 4680</u>	<u>Bilingual Elementary Student Teaching Residency I</u>	<u>3</u>

Students are required to have successfully passed the state EC-6 certification exam and the Science of Teaching Reading Exam in order to enroll in Residency II courses. Successful completion of all Residency I courses and acceptance into Residency II is required for Enrollment in Residency II courses.

EPP Courses taken during Residency II:

<u>Code</u>	<u>Title</u>	
<u>Hours</u>		
<u>EDT 4300</u>	<u>Educational Technology</u>	<u>3</u>
<u>BED 4690</u>	<u>Bilingual Elementary Student Teaching Residency II</u>	<u>6</u>

Total 21

Course List

Bach. of Arts in Applied Learning and Development with a Concentration in EC-6 Bilingual Gen. Headstart

Required Credits: 120

Code	Title	Hours
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses require a grade of C or better.)		
Required Courses:		
ARTS 3320	Whole Arts	3
BIOL 1103	Introductory Biology Lab	1
BIOL 1303	Introductory Biology (C)	3
GEOL 1103	Lab for GEOL 1313	1
GEOL 1313	Intro to Physical Geology	3
STAT 1380	Descriptive & Inferential Stat	3
(EC-6) Applied Learning and Development Major		
Required Courses:		
ANTH 1302	Intro-Cultural Anthropology	3
CHIC 3339	Cultural Diversity & Youth: US	3
ENGL 3305 or ENGL 4354	Children's Literature Writing Processes of Children	3
HSCI 2303	Wellness Dynamics	3
HSCI 4101	Health Ed Elem Schl Teach Lab	1

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Code	Title	Hours
KIN 4101	P.E. for the Classroom Teacher	1
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
MATH 3305	Proportion and Algebra	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
SPAN 3312	Pedagogical Issues in Spanish	3
(EC-6) Pro-Ed Studies		
Required Courses:		
BED 3344	Parent & Community Adv in BED	3
BED 4309	Biling Soc Stud Ed/Prim Grades	3
BED 4310	Teaching Math/Dual Lang Clsrm	3
BED 4311	Teaching Sci/Dual Lang Clsrm	3
BED 4340	Principles of Bilingual/ESL Ed	3
BED 4343 or LING 3308	Sheltered ESL Instruction Teach Engl Spkrs of Other Lang	3
BED 4345	Biliteracy Development	3
BED 4393	Intern Dual Language Educ I	3
BED 4394	Intern Dual Language Educ II	3
ECED 2330	Intro/Early Childhood Educ	3
ECED 3209	Arts for Elementary Teacher	2
EDPC 2300	Dev in Young Child & Youth	3
RED 4341	Literacy Assessment & Teaching	3

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Code	Title	Hours
SPED 3310	Sp-Ed Svc/Stud/Gen/Sped-Ed Set	3
ECED 4353 or ECED 4359	Play-Develop in Early Child Child Thinking In Early Yrs	3
Total Hours		120

Course List

~~Bachelor of Arts in Applied Learning and Development with a Concentration in EC-6 Generalist~~

Required Credits: 120

Code	Title	Hours
Pathways to Success		
–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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses require a grade of C or better.)		
The following courses fulfill University Core and program requirements:		
ANTH 1310 or GEOG/SOCI 1310	Cultural Geography Cultural Geography	3
BIOL 1103	Introductory Biology Lab	1

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Code	Title	Hours
<u>BIOL 1203</u>	Introductory Biology	2
<u>COMM 1301</u>	Public Speaking	3
<u>GEOL 1103</u>	Lab for GEOL 1313	1
<u>GEOL 1313</u>	Intro to Physical Geology	3
<u>HIST 2302</u>	World History Since 1500	3
<u>STAT 1380</u>	Descriptive & Inferential Stat	3
<u>UNIV 1301</u>	Seminar/Critical Inquiry	3

Pathways to Success

–Complete and pass the Qualifying Content Exam as soon as possible.

Supplementary Coursework

Required Courses:

<u>MATH 2303</u>	Number Concepts	3
<u>MATH 2304</u>	Geometry & Measurement	3
<u>MATH 3305</u>	Proportion and Algebra	3
<u>PSCI 2303</u>	Physical Science I	3
<u>PSCI 3304</u>	Physical Science II	3

Pathways to Success

–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.

Code	Title	Hours
–Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.		
Pre-Service Teaching Coursework		
Select one of the following:		
EDU 1301	Language, Culture & Education	3
EDU 1325	Schools and Society	3
EDU 1342	Action Research in Classrooms	3
EDU 2301	Service-learning & Diversity	3
Required Courses:		
BED 4340	Principles of Bilingual/ESL Ed	3
ECED 3209	Arts for Elementary Teacher	2
ECED 4335	Lang & Lit in the Early Years	3
EDPC 2300	Dev in Young Child & Youth	3
ELED 4309	Social Studies Ed in Elem Sch	3
ENGL 3305	Children's Literature	3
ENGL 4354	Writing Processes of Children	3
HSCI 4101	Health Ed Elem Schl Teach Lab	1

Code	Title	Hours
KIN 4101	P.E. for the Classroom Teacher	1
RED 2430	Fndtns of Literacy & Learning	4
RED 4341	Literacy Assessment & Teaching	3
TED 3330	Ed & Comm Applied Critical/Ped	3

Pathways to Success

-To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.

-Apply for Student Teaching one full semester before the planned Student Teaching semester.

-The final semester should be reserved for only Student Teaching.

Post-EPP Admission Coursework

Required Courses:

BED 4343	Sheltered ESL Instruction	3
ECED 4357	Play & Learn in the Early Yrs	3
ELED 4310	Teaching Math in Elem Schools	3
ELED 4311	Teaching Sci in Element Schls	3
ELED 4690	Student Teaching in EC-6	6

Code	Title	Hours
EDT 3371	Educational Technology	3
RED 4338	Literacy & Lang Arts Methods	3
SPED 3310	Sp Ed Svc/Stud/Gen/Sped Ed Set	3
Total Hours		120

Course List

Bachelor of Science in Education with a Concentration in Elementary with ESL Supplemental Certification

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.](#)

University Core Curriculum

Designated Core

[Communication \(Select 6 hours\)](#) 6

[COMM 1611; RWS 1301;](#)

[Mathematics](#) 3

[STAT 1380](#)

[Life and Physical Sciences](#) 6

[BIOL 1103; BIOL 1203; GEOL 1103; GEOL](#)

[Language, Philosophy and Culture](#) 3

[HIST 2302](#)

[Creative Arts \(Select 3 hours\)](#) 3

[ART 1300; ARTH 1305; ARTH 1306; MUSL 1324; THEA 1313](#)

[American History](#) 6

[HIST 1301; HIST 1302](#)

[Political Science](#) 6

<u>POLS 2310; POLS 2311</u>	
<u>Social and Behavioral Sciences (Select 3 hours)</u>	<u>3</u>
<u>ANTH 1310 OR GEOG/SOCI 1310</u>	
<u>Component Area Option</u>	<u>6</u>
<u>COMM 1301; UNIV 1301</u>	
<u>Total</u>	<u>42</u>

Courses Listed = Candidates dual fulfill Pre-professional Recommended Courses and University Core Curriculum.

Supplementary Coursework

Required:

<u>Code</u>	<u>Title</u>	<u>Hours</u>
<u>MATH 2303</u>	<u>Number Concepts</u>	<u>3</u>
<u>MATH 2304</u>	<u>Geometry & Measurement</u>	<u>3</u>
<u>MATH 3305</u>	<u>Proportion and Algebra</u>	<u>3</u>
<u>PSCI 2303</u>	<u>Physical Science I</u>	<u>3</u>
<u>PSCI 3304</u>	<u>Physical Science II</u>	<u>3</u>
<u>EDPC 2300</u>	<u>Dev in Young Child & Youth</u>	<u>3</u>
<u>Total</u>		<u>18</u>

All supplementary courses applied to the program must have a final grade of "C" or better.

Pre-Service Teaching Coursework

Successful completion of University Core plus a minimum of 55 SCH is required for enrollment in Pre-service Teaching Coursework. Pre-service coursework requires a minimum combined G.P.A. of 3.0.

<u>Code</u>	<u>Title</u>	<u>Hours</u>
<u>RED 3315</u>	<u>Foundations of Literacy and Learning</u>	<u>3</u>
<u>BED 4340</u>	<u>Principles of Bilingual/ESL Education</u>	<u>3</u>
<u>ELED 4311</u>	<u>Teaching Science in Elementary Classrooms</u>	<u>3</u>
<u>ENGL 3305</u>	<u>Children's Literature</u>	<u>3</u>
<u>OR</u>		
<u>ENGL 4354</u>	<u>Writing Processes of Children</u>	
<u>HSCI 4101</u>	<u>Health Ed Elementary School Teach Lab</u>	<u>1</u>
<u>KIN 4101</u>	<u>P.E. for the Classroom Teacher</u>	<u>1</u>
<u>ELED 4309</u>	<u>Teaching Social Studies in Elementary Classrooms</u>	<u>3</u>
<u>RED 4341</u>	<u>Teaching, Learning & Assessment of Literacy</u>	<u>3</u>
<u>ECED 4335</u>	<u>Language and Literacy in the Early Years</u>	<u>3</u>

<u>ECED 3310</u>	<u>The Arts in the Early Years</u>	<u>3</u>
<u>ECED 4300</u>	Responsive <u>Classroom Management</u>	<u>3</u>
<u>ECED 4357</u>	<u>Play & Learning in the Early Years</u>	<u>3</u>
<u>BED 4343</u>	<u>Teaching Academic English</u>	<u>3</u>
<u>SPED 3310</u>	<u>SP Ed Svc/Stud/Gen/Sped Ed Set</u>	<u>3</u>
		<u>Total 38</u>

Educator Preparation Program [EPP] Coursework

[EPP coursework requires a combined G.P.A. of 3.0.](#)

Requirements for enrollment in Residency I:

- [Successful completion of all Pre-service Teaching Courses \(except SPED 3310\)](#)
- Admissions to EPP AND
- [Acceptance into Residency I \(student-teaching\)](#)

EPP Courses taken during Residency I:

<u>Code</u>	<u>Title</u>	<u>Hours</u>
<u>RED 4338</u>	<u>Teaching Language Arts in Elementary Classrooms</u>	<u>3</u>
<u>ELED 4310</u>	<u>Teaching Math in Elementary Classrooms</u>	<u>3</u>
<u>TED 4355</u>	<u>Seminar in Applied Critical Pedagogy</u>	<u>3</u>
<u>ELED 4680</u>	<u>Elementary Student Teaching Residency I</u>	<u>3</u>

[Students are required to have successfully passed the state EC-6 certification exam and the Science of Teaching Reading Exam in order to enroll in Residency II courses. Successful completion of all Residency I courses and acceptance into Residency II is required for Enrollment in EPP/Residency II courses.](#)

EPP Courses taken during Residency II:

<u>Code</u>	<u>Title</u>	<u>Hours</u>
<u>EDT 4300</u>	<u>Educational Technology</u>	<u>3</u>
<u>ELED 4690</u>	<u>Elementary Student Teaching Residency II</u>	<u>6</u>
		<u>Total 21</u>
<u>Total Credit Hours</u>		<u>120</u>

Bachelor of ~~Arts in Applied Learning and Development~~Science in Education with a Concentration in ~~4-8~~Middle Grades Math~~/and Science~~with ESL Certification

Required Credits: 120

Code	Title	Hours
Pathways to Success		
–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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses require a grade of C or better.)		
The following courses fulfill University Core and program requirements:		
BIOL 1103	Introductory Biology Lab	1
BIOL 1203	Introductory Biology	2
GEOL 1313	Intro to Physical Geology	3
MATH 1411	Calculus I	4
COMM 1301	Public Speaking	3
UNIV 1301	Seminar/Critical Inquiry	3
Pathways to Success		
- Complete and pass the Qualifying Content Exam as soon as possible.		

Code	Title	Hours
Supplementary Coursework		
Required Courses:		
STAT 1380	Descriptive & Inferential Stat	3
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
GEOL 1314	Intro to Historical Geol	3
BIOL 1104	Human Biology Laboratory	1
BIOL 1304	Human Biology	3
CHEM 1105	Laboratory for CHEM 1305	1
CHEM 1305	General Chemistry	3
ESCI 1301 or ASTR 1307	Intro to Environmental Sci Elem Astronomy-Solar System	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
Pathways to Success		
- 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.		
- Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.		
Pre-Service Teaching Coursework		
Select one of the following:		3
MATH 3300	History of Mathematics	3

Code	Title	Hours
or MATH 3303 or MATH 3304	Fundmtl Numb Thry Adv Stndpt Fundamentals/Geometry Standpt	
MATH 3308	Proportn & Algebrc Reasong I	3
MATH 4302	Fund Math Concepts Grades 4-8	3
EDPC 2300	Dev in Young Child & Youth	3
TED 3330	Ed & Comm Applied Critical/Ped	3
BED 4340	Principles of Bilingual/ESL Ed	3
RED 4341	Literacy Assessment & Teaching	3

Pathways to Success

~~-To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.~~

~~- Apply for Student Teaching/Residency one full semester before the first planned Student Teaching/Residency semester. -Apply for Student Teaching one full semester before the planned Student Teaching 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. -The final semester should be reserved for only Student Teaching.~~

Post-EPP Educator Preparation Program (EPP) Admission Coursework

Required Courses:

SPED 3310	Sp Ed Svc/Stud/Gen/Sped Ed Set	3
SIED 3330	Integ & Alt Rep Basic Science	3

Code	Title	Hours
RED 3342	Content Area Literacy	3
BED 4343	Sheltered ESL Instruction Teaching Academic English	3
MTED 3330	Integ & Alter Rep of Math Prin	3
MSED 4310	Teaching Math/Intermed/Mdle Gr	3
MSED 4311	Teaching Sci/Intermed/Midle Gr	3
TED 4355	Seminar in Applied Critical Pedagogy	<u>3</u>
MSED 4690	Middle Grades Student-Teaching Residency I	
MSED 4691	Middle Grades Student-Teaching Residency II Student Teaching- Middle Lvl Ed	6
Total Hours		1
Course List		

Bachelor of ~~Arts in Applied Learning and Development~~ Science in Education with a Concentration in Middle Grades 4-8 Math with ESL Certification

Required Credits: 120

Code	Title	Hours
Pathways to Success		
-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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses require a grade of C or better.)		
The following courses fulfill University Core and program requirements:		
GEOL 1211 & GEOL 1111	Principles of Earth Sciences and Principles of Earth Sci - Lab	3
GEOL 1212 & GEOL 1112	Principles of Earth Science and Laboratory for Geology 1212	3
MATH 1508	Precalculus	5
COMM 1301	Public Speaking	3
UNIV 1301	Seminar/Critical Inquiry	3
Pathways to Success		
- Complete and pass the Qualifying Content Exam as soon as possible.		

Code	Title	Hours
Supplementary Coursework		
Required Courses:		
STAT 1380	Descriptive & Inferential Stat	3
MATH 1411	Calculus I	4
MATH 2300	Discrete Mathematics	3
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
MATH 2325	Intro. to Higher Mathematics	3
MATH 3308	Proportn & Algebric Reasoning I	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
Select one of the following:		
ANTH 1302	Intro-Cultural Anthropology	3
CHIC 3301	La Chicana	3
CHIC 3311	Chicano Studies: Societal Issue	3
CHIC 3339	Cultural Diversity & Youth: US	3
Pathways to Success		
- 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. - Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.		
Pre-Service Teaching Coursework		

Code	Title	Hours
MATH 3303	Fundmtl Numb Thry Adv Stdpt	3
MATH 3304	Fundamentals/Geometry Standpt	3
MATH 4302	Fund Math Concepts Grades 4-8	3
EDPC 2300	Dev in Young Child & Youth	3
TED 3330	Ed & Comm Applied Critical/Ped	3
BED 4340	Principles of Bilingual/ESL Ed	3
RED 4341	Literacy Assessment & Teaching	3

Pathways to Success

~~- Apply for Student Teaching/Residency one full semester before the first planned Student Teaching/Residency semester. -To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.~~

~~-Certification exams must be successfully passed to enroll in MSSED 4691: Middle Grades Student-Teaching Residency II in order to complete teacher certification requirements. -Apply for Student Teaching one full semester before the planned Student Teaching semester.~~

~~-The final semester should be reserved for only Student Teaching.~~

~~Post-EPP~~ **Educator Preparation Program (EPP) Admission Coursework**

Required Courses:

MATH 3300	History of Mathematics	3
SPED 3310	Sp Ed Svc/Stud/Gen/Sped Ed Set	3
RED 3342	Content Area Literacy	3

Code	Title	Hours
BED 4343	Sheltered ESL Instruction Teaching Academic English	3
MTED 3330	Integ & Alter Rep of Math Prin	3
TED 4355	Seminar in Applied Critical Pedagogy	<u>3</u>
MSED 4310	Teaching Math/Intermed/Mdle Gr	3
MSED 4690	Middle Grades Student- Teaching Residency I	<u>3</u>
MSED 4691	Middle Grades Student- Teaching Residency II Student Teaching- Middle Lvl Ed	6
Total Hours		120

Course List

Undergraduate Catalog Change

Bachelor of ~~Arts Science~~ in ~~Applied Learning and Development~~ Education with a Concentration in ~~4-8~~ Middle Grades Eng Lang Arts and Reading

Required Credits: 120

Code	Title	Hours
Pathways to Success		
-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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses required a grade of C or better.)		
The following courses fulfill University Core and program requirements:		
STAT 1380	Descriptive & Inferential Stat	3
GEOL 1211 & GEOL 1111	Principles of Earth Sciences and Principles of Earth Sci - Lab	3
GEOL 1212 & GEOL 1112	Principles of Earth Science and Laboratory for Geology 1212	3
COMM 1301	Public Speaking	3
UNIV 1301	Seminar/Critical Inquiry	3
ENGL 2311 or ENGL 2312 or ENGL 2313	English Literature English Literature Intro to American Fiction	3

Code	Title	Hours
or ENGL 2314	Intro to American Drama	
or ENGL 2318	Intro to American Poetry	
Pathways to Success		
- Complete and pass the Qualifying Content Exam as soon as possible.		
Supplementary Coursework		
Required Courses:		
ANTH 1302	Intro-Cultural Anthropology	3
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
ENGL 3300	Intro. to Literary Studies	3
or ENGL 3365	Adv Composition and Rhetoric	
ENGL 3303	Grammar and Writing	3
Pathways to Success		
- 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.		
- Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.		
Pre-Service Teaching Coursework		
ENGL 3305	Children's Literature	3
ENGL 3306	Young Adult Literature	3
ENGL 3351	The Dynamics of Language	3
EDPC 2300	Dev in Young Child & Youth	3
TED 3330	Ed & Comm-Applied Critical/Ped	3

Code	Title	Hours
RED 33152	Foundations of Literacy and Learning	3
MSED 4309	Soc Stud Ed/Intermed/Middle Gr	3
ENGL 3352	Reading and Writing Nonfiction	3
ENGL 3353	Reading/Responding/Literature	3
ENGL 4354	Writing Processes of Children	3
BED 4340	Principles of Bilingual/ESL Ed	3
RED 4341	Literacy Assessment & Teaching	3

Pathways to Success

~~-To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.~~

- 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.~~

~~-The final semester should be reserved for only Student Teaching.~~

~~Post-EPP Admission~~[Educator Preparation Program \(EPP\)](#) Coursework

Required Courses:

SPED 3310	Sp Ed Svc/Stud/Gen/Sped Ed Set	3
EDT 3374 EDT 4300	Educational Technology	3
BED 4343	Sheltered-ESL Instruction Teaching Academic English	3
or LING 3308	Teach Engl Spkrs of Other Lang	
RED 3342	Content Area Literacy	3
RED 4338	Literacy & Lang Arts Methods	3

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Code	Title	Hours
RED 4355	Digital and Multimodal Literac	3
MSED 4390	Middle Grades Student Teaching Residency I	3
TED 4355	Seminar in Applied Critical Pedagogy	3
MSED 4691	Student Teaching-Middle Lvl EdMiddle Grades Student Teaching Residency II	6
Total Hours		120
Course List		

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Bachelor of Arts-Science in Applied Learning and Development-Education with a Concentration in 4-8Middle Grades English Language, Reading, and Social Studies

Required Credits: 120

Code	Title	Hours
Pathways to Success		
-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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core		
The following courses fulfill University Core and program requirements:		
STAT 1380	Descriptive & Inferential Stat	3
GEOL 1211 & GEOL 1111	Principles of Earth Sciences and Principles of Earth Sci - Lab	3
GEOL 1212 & GEOL 1112	Principles of Earth Science and Laboratory for Geology 1212	3
HIST 2301	World History to 1500	3
COMM 1301	Public Speaking	3
UNIV 1301	Seminar/Critical Inquiry	3

Code	Title	Hours
Pathways to Success		
- Complete and pass the Qualifying Content Exam as soon as possible.		
Supplementary Coursework		
Required Courses:		
ANTH 1302	Intro-Cultural Anthropology	3
ANTH 1310 or GEOG/SOCI 1310	Cultural Geography Cultural Geography	3
HIST 2302	World History Since 1500	3
HIST 3317	History of Texas since 1821	3
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
POLS 4313	Southwestern Border Politics	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
Pathways to Success		
- Apply to the Educator Preparation Program (EPP) one full semester before you plan to enroll in EPP-EPP Coursework. Check the Center for Student Success (CSS) website for admission requirements.		
- Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.		
Pre-Service Teaching Coursework		
Upper-division History:		
Select three hours of upper-division History		3
Required Courses:		
ENGL 3351	The Dynamics of Language	3
EDPC 2300	Dev in Young Child & Youth	3

Code	Title	Hours
TED 3330	Ed & Comm Applied Critical/Ped	3
RED 23315	Foundations of Literacy and Learning	3
MSED 4309	Soc Stud Ed/Intermed/Middle Gr	3
ENGL 4354	Writing Processes of Children	3
ENGL 3353	Reading/Responding/Literature	3
ENGL 3306	Young Adult Literature	3
BED 4340	Principles of Bilingual/ESL Ed	3
RED 4341	Literacy Assessment & Teaching	3
Select three hours of upper-division History		3
Pathways to Success		
-To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.		
- 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.		
-The final semester should be reserved for only Student Teaching-		
Post-EPP Admission Coursework		
<u>Required Courses: Educator Preparation Program (EPP) Coursework</u>		
ENGL 3352	Reading and Writing Nonfiction	3
SPED 3310	Sp Ed Svc/Stud/Gen/Sped Ed Set	3
EDT 3374	Educational Technology	3

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Code	Title	Hours
BED 4343	Sheltered ESL Instruction Teaching Academic English	3
or LING 3308	Teach Engl Spkrs of Other Lang	
RED 3342	Content Area Literacy	3
TED 4355	Seminar in Applied Critical Pedagogy	3
MSED 4390	Middle Grades Student Teaching Residency I	3
EDT 4300	Educational Technology	3
MSED 4691	Middle Grades Student Teaching Residency II Student Teaching-Middle Lvl-Ed	6
Total Hours		120

Course List

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Undergraduate Catalog Change

**Bachelor of ~~Arts in Applied Learning~~
~~and Development~~Science in Education**
**with a Concentration in ~~4-8~~
~~Generalist~~Middle Grades with ESL**
Supplemental Certification

Required Credits: 120

Code	Title	Hours
Pathways to Success		
-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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
The following courses fulfill University Core and program requirements:		
College Designated Core		
Required Courses:		
MATH 1411	Calculus I	4
GEOL 1211 & GEOL 1111	Principles of Earth Sciences and Principles of Earth Sci - Lab	3
GEOL 1212 & GEOL 1112	Principles of Earth Science and Laboratory for Geology 1212	3

Code	Title	Hours
HIST 2302	World History Since 1500	3
COMM 1301	Public Speaking	3
UNIV 1301	Seminar/Critical Inquiry	3
Pathways to Success		
- Complete and pass the Qualifying Content Exam as soon as possible.		
Supplementary Coursework		
Select one of the following:		
ANTH 1302	Intro-Cultural Anthropology	3
CHIC 3301	La Chicana	3
CHIC 3311	Chicano Studies: Societal Issu	3
CHIC 3339	Cultural Diversity & Youth: US	3
Required Courses:		
STAT 1380	Descriptive & Inferential Stat	3
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
MATH 3308	Proportn & Algebric Reasoning I	3
MATH 3309	Proportn & Algebric Reasoning II	3
BIOL 1203	Introductory Biology	2
ESCI 1301	Intro to Environmental Sci	3
or ASTR 1307	Elem Astronomy-Solar System	

Code	Title	Hours
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
HIST 3317	History of Texas since 1821	3
POLS 4313	Southwestern Border Politics	3

Pathways to Success

- 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.

- Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.

Pre-Service Teaching Coursework

EDPC 2300	Dev in Young Child & Youth	3
TED 3330 RED 3315	Ed & Comm Applied Critical/Ped Foundations of Literacy and Learning	3
MSED 4309	Soc Stud Ed/Intermed/Middle Gr	3
BED 4340	Principles of Bilingual/ESL Ed	3
RED 4341	Literacy Assessment & Teaching	3
MSED 4311	Teaching Sci/Intermed/Midle Gr	<u>3</u>
ENGL 4354	Writing Processes of Children	3

Pathways to Success

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Code	Title	Hours
-To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.		
- Apply for Student Teaching <u>Residency</u> one full semester before the <u>first</u> planned Student Teaching <u>Residency</u> semester.		
-Certification exams must be successfully passed to enroll in <u>MSED 4691: Middle Grades Student Teaching Residency II</u> in order to complete teacher certification requirements. - The final semester should be reserved for only Student Teaching.		
Post-EPP Educator Preparation Program (EPP) Admission Coursework		
Required Courses:		
<u>SPED 3310</u>	Sp Ed Svc/Stud/Gen/Sped Ed Set	3
<u>EDT 3374</u> <u>EDT 4300</u>	Educational Technology	3
<u>BED 4343</u>	Sheltered ESL Instruction Teaching Academic English	3
<u>RED 3342</u>	Content Area Literacy	3
<u>MSED 4310</u>	Teaching Math/Intermed/Mdle Gr	3
<u>MSED 4311</u>	Teaching Sci/Intermed/Midle Gr	3
<u>TED 4355</u>	Seminar in Applied Critical Pedagogy	3
<u>MSED 4390</u>	Middle Grades Student Teaching Residency I	3
<u>MSED 4691</u>	Middle Grades Student Teaching Residency II Student Teaching- Middle Lvl Ed	6
Total Hours		120
Course List		

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Bachelor of ~~Arts-Science~~ in ~~Applied Learning and Development-Education~~ with a Concentration in ~~4-8 Bilingual Ed Generalist~~Middle Grades with Bilingual Certification

Required Credits: 120

Code	Title	Hours
Pathways to Success		
-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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses require a grade of C or better.)		
The following courses fulfill University Core and program requirements:		
COMM 1301	Public Speaking	3
GEOL 1313	Intro to Physical Geology	3
GEOL 1103	Lab for GEOL 1313	1
GEOL 1314	Intro to Historical Geol	3
HIST 2301	World History to 1500	3
STAT 1380	Descriptive & Inferential Stat	3

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Code	Title	Hours
UNIV 1301	Seminar/Critical Inquiry	3
Pathways to Success		
-Complete and pass the Qualifying Content Exam as soon as possible.		
Supplementary Coursework		
BIOL 1203	Introductory Biology	2
HIST 3317	History of Texas since 1821	3
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
MATH 3308	Proportn & Algebric Reasoning I	3
MATH 3309	Proportn & Algebric Reasoning II	3
POLS 4313	Southwestern Border Politics	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
Select one of the following:		
ANTH 1302	Intro-Cultural Anthropology	3
CHIC 3301	La Chicana	3
CHIC 3311	Chicano Studies: Societal Issu	3
CHIC 3339	Cultural Diversity & Youth: US	3

Pathways to Success

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Code	Title	Hours
-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.		
-Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.		
Pre-Service Teaching Coursework		
Required Courses:		
<u>BED 3344</u>	Parent & Community Adv in BED	3
<u>RED 3315</u>	Foundations of Literacy and Learning	3
<u>BED 4340</u>	Principles of Bilingual/ESL Ed	3
<u>EDPC 2300</u>	Dev in Young Child & Youth	3
<u>ENGL 4354</u>	Writing Processes of Children	3
<u>MSED 4309</u>	Soc Stud Ed/Intermed/Middle Gr	3
<u>MSED 4311</u>	Teaching Sci/Intermed/Midle Gr	3
<u>RED 4341</u>	Teaching, Learning and Assessment of Literacy	3
<u>SPAN 3312</u>	Pedagogical Issues in Spanish	3
Pathways to Success		
-To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.		

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Code	Title	Hours
-Apply for Student Teaching/ <u>Residency</u> one full semester before the <u>first</u> planned Student Teaching/ <u>Residency</u> semester.		
<u>-Certification exams must be successfully passed to enroll in MSED 4691: Middle Grades Student-Teaching Residency II in order to complete teacher certification requirements. -The final semester should be reserved for only Student Teaching.</u>		
<u>Post-EPPEducator Preparation Program (EPP) Admission Coursework</u>		
<u>Required Courses:</u>		
<u>SPED 3310</u>	<u>Sp Ed</u> <u>Svc/Stud/Gen/Sped</u> <u>Ed Set</u>	<u>3</u>
<u>BED 4341</u>	Biliteracy in the Mid Grades	3
<u>BED 4343</u>	<u>Teaching Academic</u> <u>English Sheltered</u> <u>ESL Instruction</u>	3
or <u>LING 3308</u>	Teach Engl Spkrs of Other Lang	
<u>EDT 3371</u> <u>EDT 4300</u>	Educational Technology	3
<u>MSED 4310</u>	Teaching Math/Intermed/Mdle Gr	3
<u>MSED 4311</u>	<u>Teaching</u> <u>Sci/Intermed/Midle</u> <u>Gr</u>	<u>3</u>
<u>MSED 4390</u>	<u>Middle Grades</u> <u>Student Teaching</u> <u>Residency I</u>	<u>3</u>
<u>TED 4355</u>	<u>Seminar in Applied</u> <u>Critical Pedagogy</u>	<u>3</u>
<u>MSED 4691</u>	<u>Middle Grades</u> <u>Student Teaching</u> <u>Residency II</u> Student Teaching- Middle Lvl Ed	6
<u>RED-3342</u>	Content Area Literacy	3

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Code	Title	Hours
<u>SPED-3310</u>	Sp-Ed Svc/Stud/Gen/Sped Ed-Set	3
Total Hours		120
Course List		

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Degree Plan

Bachelor of Arts in Applied Learning and Development with a Concentration in PK-12 Special Education

Required Credits: 120

Code	Title	Hours
Pathway to Success		
- 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.		
University Core Curriculum		
Complete the University Core Curriculum requirements.		42
College Designated Core (All courses require a C or better.)		
The following courses fulfill University Core and program requirements:		
ANTH 1310 or GEOG 1310 or SOCI 1310	Cultural Geography Cultural Geography Cultural Geography	3
COMM 1301	Public Speaking	3
GEOL 1112 & GEOL 1212	Laboratory for Geology 1212 and Principles of Earth Science	3
GEOL 1211 & GEOL 1111	Principles of Earth Sciences and Principles of Earth Sci - Lab	3
HIST 2302	World History Since 1500	3
STAT 1380	Descriptive & Inferential Stat	3

Code	Title	Hours
UNIV 1301	Seminar/Critical Inquiry	3
Pathways to Success		
- Complete and pass the Qualifying Content Exam as soon as possible.		
Supplementary Coursework		
MATH 2303	Number Concepts	3
MATH 2304	Geometry & Measurement	3
MATH 3305 or MATH 3308	Proportion and Algebra Proportn & Algebrc Reasong I	3
PSCI 2303	Physical Science I	3
PSCI 3304	Physical Science II	3
Select one from the following:		
ANTH 1302	Intro-Cultural Anthropology	3
CHIC 3301	La Chicana	3
CHIC 3311	Chicano Studies: Societal Issu	3
CHIC 3339	Cultural Diversity & Youth: US	3
Pathways for Success		
- 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.		
- Observation logs and reflection forms are to be submitted to the CSS for EPP courses with a Field-Based Experience component.		
Pre-Service Teaching Coursework		
Required Courses:		
RED 3315	Foundations of Literacy & Learning	3
BED 4340	Principles of Bilingual/ESL Ed	3
EDPC 2300	Dev in Young Child & Youth	3

Code	Title	Hours
ELED 4309 or MSED 4309	Social Studies Ed in Elem Sch Soc Stud Ed/Intermed/Middle Gr	3
RED 3342 or RED 4341	Content Area Literacy Literacy Assessment & Teaching	3
SPED 3327	Tching Students w/Mild Disably	3
SPED 3340	Stud't/Sever & Prof'd Disabil	3
SPED 3345	Lang Read for Special Learners	3
SPED 4330	Diagnosis and Placement	3
SPED 4340	Trans ED for Learners/Sp Needs	3
SPED 4365	Organization & Mgmt/Special ED	3
TED 4355	Seminar in Applied Critical Pedagogy	3
TED 3330	Ed & Comm Applied Critical/Ped	3
Pathways to Success		
- To ensure that the State Content and PPR exams are passed prior Student Teaching application deadlines, they should be completed promptly after admission to the EPP.		
- Apply for Student Teaching one full semester before the planned Student Teaching semester.		
- The final semester should be reserved for only Student Teaching.		
Post-EPP Admission Coursework		
Required Courses:		
BED 4343 or LING 3308	Sheltered ESL Instruction Teaching Academic English Teach Engl Spkrs of Other Lang	3
BED 4345 or ECED 4335	Biliteracy Development Lang & Lit in the Early Years	3
EDT 3374 EDT 4300	Educational Technology	3
ELED 4310	Teaching Math in Elem Schools	3

Code	Title	Hours
or MSED 4310	Teaching Math/Intermed/Mdle Gr	
ELED/MSED 4311	Teaching Sci in Element Schls	3
ENGL 4354	Writing Processes of Children	3
SPED 3310	Sp Ed Svc/Stud/Gen/Sped Ed Set	3
SPED 4691	Student Teaching in Spec Ed	6
Total Hours		120

Course List

Course Changes

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitate updating pre-reqs; course needs to be attached to new degree name; updating of course description and course title (for program consistency); course hours adjusted because fieldwork moved out of this course.

All fields below are required

Subject Prefix and number BED 4309

Course Title Social Studies Ed in Elementary Schools

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4343 with D or Better	Core Complete; Completion of the following courses [or transfer equivalent] with a final grade of "C" or better: HIST 1301; HIST 1302; POLS 2310; POLS 2311
Major Restriction	IDST	APLE, IDST, BSED
Course Title	Social Studies Ed in Elementary Schools	Teaching Social Studies in Bilingual Elem Classrooms
Course Description	Approaches to teaching social studies in elementary schools. Includes setting goals for instruction and content, teaching techniques and methods of evaluation. Theory and practice are integrated through field-based experiences in local schools. Emphasis on individual differences, application of learning theories, curriculum development, and understanding of state and national standards for social studies.	This course covers methods for teaching social studies in bilingual elementary classrooms. It includes setting goals for instruction and content, teaching techniques and methods of evaluation for dual language learners. Emphasis is on application of learning theories, consideration of individual differences, hands-on instructional practices, and knowledge of state and national standards for social studies education. Some sections of this course are offered bilingually.
Hours	3 lecture, 2 lab, 0 other	3 lecture, 0 lab, 0 other

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates: course needs to be attached to new degree name; updating of course description; new program grade requirement; change hours to reflect move of fieldwork to other courses.

All fields below are required

Subject Prefix and number BED 4310

Course Title Teaching Math- Dual Language Classroom

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4343 with a D or better	none
Restriction	Admission to Education/EPP	Admittance to EPP/Student Teaching Residency I Program
Corequisites	none	BED 4338; BED 4355; BED 4380
Hours	3 lecture, 2 lab, 0 other	3 lecture, 0 lab, 5 other
Major Restriction	IDST	IDST, APLE, BSED
Title	Teaching Math in Elem Schools	Teaching Math in Bilingual Elem Classrooms
Course Description	Methods for teaching mathematics in elementary schools. Emphasis on the equity principle (mathematics for all) and development of conceptual understanding on topics such as number sense, patterns, and basic algebra, geometry and measurement, data analysis and probability.	This course covers the methods and resources for teaching mathematics in the elementary grades in bilingual classrooms. Emphasis is placed on the equity principle (mathematics for all) and the development of conceptual understanding on topics such as number sense, patterns, and basic algebra, geometry and measurement, data analysis and probability. Students will design, implement, assess and critique mathematics instruction, with an emphasis on

		effectively engaging dual language learners. Some sections of this course are taught bilingually.
Departmental Approval	none	Required

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates updating pre-reqs; course needs to be attached to new degree name; updating of course description, update field hours; updating title for program consistency; new program grade requirement

All fields below are required

Subject Prefix and number BED 4311

Course Title Teaching Science- Dual Language Classrooms

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4343 with D or Better	Core Complete; Completion of the following courses [or transfer equivalent] with a final grade of "C" or better: BIOL 1103; BIOL 1203; EDPC 2300; PSCI 2303; MATH 2303; MATH 2304
Major Restriction	IDST	APLE, IDST, BSED
Restriction	Admission to Education/EPP and DEPT approval	none
Course Description	Methods and materials for teaching science in elementary schools. Emphasis on inquiry and standards-based teaching and learning. Includes computer applications and field experiences.	This course covers the methods and materials for teaching science in bilingual elementary classrooms. Emphasis is on inquiry and standards-based teaching and learning of science with dual language learners. Students will explore technology applications and participate in laboratory experiences. Some sections of this course are offered bilingually.
Title	Teaching Sci in Elementary Schools	Teaching Sci in Bilingual Elem Classrooms
Hours	3 lecture, 2 lab, 0 other	3 lecture, 0 lab, 0 other

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

need to add co-reqs for new programming/residency program; update prerequisites and approvals, update title for consistency; add program grade requirement; add fieldwork

All fields below are required

Subject Prefix and number BED 4338

Course Title Literacy and Language Arts Methods

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Co-requisites	none	BED 4310; BED 4355; BED 4380
Departmental Approval	none	required
Restriction	none	Admitted to EPP/Student Teaching Residency I Program
Major Restriction	IDST	IDST, APLE, BSED
Title	Lang Art Mthd- Dual Lang Setg	Teachng Lit/Lang Arts in Bilingual Elementary Classrooms
Hours	3 lecture, 0 lab, 0 other	3 lecture, 0 lab, 6 other
Course Description	Methods and approaches for planning, developing, and assessing biliteracy in dual language classrooms. Includes setting goals for instruction and content, appropriate resources, methodologies, and various methods of evaluation. Theory and practice are integrated through field-based experiences in local schools. Emphasis on individual differences, application of learning theories, curriculum development and understanding	This course examines the methods and resources for teaching biliteracy in dual language elementary classrooms. It focuses on the application of biliteracy in learning theories, methods of evaluation and consideration of individual differences, instructional practices contextualized in biliteracy curriculum development; and knowledge of state and national standards for Language Arts and Reading in

	of state and national standards for Language Arts and Reading in Spanish and English. Course offered in Spanish.	Spanish and English. Students will design, implement, assess and critique biliteracy instruction, with an emphasis on effectively engaging dual language students. This course is taught in Spanish.

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates: setting pre-reqs; course needs to be attached to new degree name; updating of course description needs to happen to reflect changes to the course content and structure; new program final grade requirement.

All fields below are required

Subject Prefix and number BED 4340

Course Title Principles of Bilingual/ESL Education

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	None	Core Complete
Major Restriction	APLE, IDST	APLE, IDST, BSED
Description	Emphasis is on the theory and practice of bilingual/dual language education and English as a second language. Focus on concepts of language and language instruction, identification of program models in bilingual/ESL Education, including their historical, legislative, and philosophical foundations, as well as strategies for teaching language and content. An additional focus is on the implementation of dual language education with U.S.-Mexico border populations.	This course focuses on the theory and practice of bilingual/dual language and English as a second language (ESL) education. It covers concepts of language and language instruction, identification of program models in bilingual/ESL Education [including their historical, legislative, and philosophical foundations] and strategies for teaching language and content. An additional emphasis is on the implementation of dual language education with U.S.-Mexico border elementary student populations.
Restriction	Admission to Education/EPP	None

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

update course title; update course description to match content updates; update prereqs, major restriction and program grade requirement to reflect new programming.

All fields below are required

Subject Prefix and number BED 4343

Course Title Sheltered ESL Instruction

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Title	Sheltered ESL Instruction	Teaching Academic English
Course Description	Explores English language development and academic language socialization with ESL/Bilingual students through the teaching of subject matter via a second language. Focus is twofold: (1) English as a Second Language development and methodology; and (2) Academic and cognitive development through sheltered instruction in content areas. Prerequisites: BED 4340 with a grade of "C" or better, and admission to Teacher Education. .	This course explores English language development and academic language socialization with ESL/Bilingual students through the teaching of subject matter via a second language. The focus is twofold: (1) English as a Second Language development and methodology; and (2) Academic and cognitive development through sheltered instruction in content areas.
Major restriction	IDST	IDST, APLE, BSED

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates: setting pre-req; course needs to be attached to new degree name; updating of course description needs to happen to reflect changes to the course content and structure; update field hours.

All fields below are required

Subject Prefix and number BED 4345

Course Title Biliteracy Development

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Title	Biliteracy Development	Biliteracy Development and Assessment
Course Description	Develops an understanding of the first and second language acquisition, its stages and conventions. Integrates this knowledge base and applications in the interrelated components of reading and writing across all developmental stages. In addition, develops a knowledge base of the principles, components, and stages of reading development for children who develop literacy in two languages. Integrates strategies to build on the linguistic knowledge that children bring in their first language in order to teach them a concept not yet developed. Taught in Spanish.	This course covers the interrelated components of biliteracy and the principles and stages of reading and writing development for children who simultaneously develop literacy through two languages. It provides a holistic focus on planning, teaching and assessing biliteracy in dual language classrooms. This course is taught in Spanish.
Hours	3 lecture, 0 lab, 0 other	3 lecture, 0 lab, 6 other
Major Restriction	none	APLE, IDST, BSED

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates changing title, updating course description, setting new approvals/restrictions, add to new degree program

All fields below are required

Subject Prefix and number BED 4690

Course Title Student Teaching in Biling Ed

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Title	Student Teaching in Biling Ed	Biling Elem Stu Teach Res II
Course Description	Students seeking an EC-6 certification area outside of Bilingual Education in the teacher preparation program enroll in ELED 4690 for required student teaching, which is the culmination of the program. Students are assigned to complete their student teaching in schools that house grades EC-6. Fieldwork consists of assisting in student-centered classroom instruction for a minimum of fifteen weeks for the entire school day.	Students complete their second semester of student teaching in an assigned bilingual classroom in a local elementary school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding bilingual instructional theory. Students are in their assigned classroom five full days a week for 15 weeks.
Restriction	none	Addmitted to EPP/Student Teaching Residency II Program
Major Restriction	IDST	APLE, IDST, BSED
Program Grade Requirement	none	Program requires a final grade of "Satisfactory"
Restriction	none	Department Approval

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates: setting pre-req & co-req; course needs to be attached to new degree name; update field hours; updating of course description needs to happen to reflect changes to the course content and structure.

All fields below are required

Subject Prefix and number ECED 4335

Course Title Language and Literacy in the Early Years

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4340 with a grade of C or higher	RED 3315 and BED 4340 with a final grade of "C" or better
Hours	3 lecture, 0 lab, 0 other	3 lecture, 0 lab, 6 other
Major Restriction	IDST	APLE, IDST, BSED
Course Description	Integration of literacy and language in early childhood education with emphasis in developmental reading and literacy for second language learners. Approaches to literacy development, developmental reading, and literacy acquisition for second language learners are addressed. A working knowledge of the transitional approach in literacy development from the child's first language to English is provided. Developmentally appropriate practices are integrated throughout the course.	This course focuses on the knowledge, skills and abilities young children develop for oral language use, emergent reading and emergent writing. Current research and educational practices; the role of sociocultural influences and children's literature; and the components of literacy-rich classrooms will be analyzed in relation to theoretical views of early literacy development. Students will explore developmentally appropriate practices that nurture the early language and literacy development of diverse learners through the selection and development of curricula for early elementary grades.

Co-requisite	none	RED 4341

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

need to attach to new major, need to add a pre-req for new programming, update course description

All fields below are required

Subject Prefix and number ECED 4357

Course Title Play and Learning in the Early Years

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Major Restriction	IDST	IDST, APLE, BSED
Prerequisite	none	Junior or Senior Status
Course Description	The course will provide a comprehensive analysis of the role of play in cognitive, imaginative, creative, emotional and social aspects of growth in the early years. Students will have opportunities to examine a variety of issues related to play in young children's learning such as how play interacts with the emotional and intellectual development of young children and how play facilitation helps young children to expand their curiosity and competence. Students will also examine how play helps young children develop language/ literacy with greater facility. During this course, developmentally appropriate curricula that encompass the cognitive,	This course focuses on promoting and guiding children's play as a fundamental learning mechanism within culturally and linguistically diverse early elementary classrooms. It covers research and theories of play; strategies, materials, and activities that support and encourage play and creativity; and the role of play-based instructional approaches in fostering learning across all academic content areas. Students will design learning experiences that emphasize play, multi-sensory engagement and active, hands-on problem-solving to promote early learning and growth in all developmental domains.

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates updating pre-reqs; course needs to be attached to new degree name; updating of course description and course title (for program consistency); course hours adjusted because fieldwork moved out of this course.

All fields below are required

Subject Prefix and number ELED 4309

Course Title Social Studies Ed in Elementary Schools

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4343 with C or Better	Core Complete; Completion of the following courses [or transfer equivalent] with a final grade of "C" or better: HIST 1301; HIST 1302; POLS 2310; POLS 2311
Major Restriction	APLE; IDST	APLE, IDST, BSED
Course Title	Social Studies Ed in Elementary Schools	Teaching Social Studies in Elementary Classrooms
Course Description	Approaches to teaching social studies in elementary schools. Includes setting goals for instruction and content, teaching techniques and methods of evaluation. Theory and practice are integrated through field-based experiences in local schools. Emphasis on individual differences, application of learning theories, curriculum development, and understanding of state and national standards for social studies.	This course covers methods for teaching social studies in elementary classrooms, with an emphasis on effectively engaging emergent bilingual students (English Language Learners). It includes setting goals for instruction and content, teaching techniques and methods of evaluation. Emphasis is on application of learning theories, consideration of individual differences, hands-on instructional practices, and knowledge of state and national standards for social studies education.

Hours	3 lecture, 2 lab, 0 other	3 lecture, 0 lab, 0 other

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates: added co-reqs & change pre-reqs; course needs to be attached to new degree name; updating of course description; change hours to reflect move of fieldwork to other courses.

All fields below are required

Subject Prefix and number ELED 4310

Course Title Teaching Math in Elem Schools

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4343	none
Corequisites	none	RED 4338
Hours	3 lecture, 2 lab, 0 other	3 lecture, 0 lab, 5 other
Major Restriction	IDST	IDST, APLE, BSED
Title	Teaching Math in Elem Schools	Teaching Math in Elem Classrooms
Course Description	Methods for teaching mathematics in elementary schools. Emphasis on the equity principle (mathematics for all) and development of conceptual understanding on topics such as number sense, patterns, and basic algebra, geometry and measurement, data analysis and probability.	This course covers the methods and resources for teaching mathematics in the elementary grades. Emphasis is placed on the equity principle (mathematics for all) and the development of conceptual understanding on topics such as number sense, patterns, and basic algebra, geometry and measurement, data analysis and probability. Students will design, implement, assess and critique mathematics instruction, with an emphasis on effectively engaging emergent

		bilingual students (English Language Learners).
Departmental Approval	none	required

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates updating pre-reqs; course needs to be attached to new degree name; updating of course description, update field hours; updating title for program consistency.

All fields below are required

Subject Prefix and number ELED 4311

Course Title Teaching Science in Elementary Schools

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4343 with D or Better	Core Complete; Completion of the following courses [or transfer equivalent] with a final grade of "C" or better: BIOL 1103; BIOL 1203; EDPC 2300; PSCI 2303; MATH 2303; MATH 2304
Major Restriction	IDST	APLE, IDST, BSED
Restriction	Admission to Education/EPP and DEPT approval	none
Course Description	Methods and materials for teaching science in elementary schools. Emphasis on inquiry and standards-based teaching and learning. Includes computer applications and field experiences.	This course covers the methods and materials for teaching science in elementary classrooms, with a focus on effectively engaging emergent bilingual students (English Language Learners). Emphasis is on inquiry and standards-based teaching and learning of science. Students will explore technology applications and participate in laboratory experiences.
Title	Teaching Sci in Elem Schools	Teaching Sci in Elem Classrooms
hours	3 lecture, 2 lab, 0 other	3 lecture, 0 lab, 0 other

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates changing title, updating course description, setting new approvals/restrictions, add to new degree program

All fields below are required

Subject Prefix and number ELED 4690

Course Title Student Teaching in EC-6

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Title	Student Teaching in EC-6	Elem Stu Teaching Res II
Course Description	Students seeking an EC-6 certification area outside of Bilingual Education in the teacher preparation program enroll in ELED 4690 for required student teaching, which is the culmination of the program. Students are assigned to complete their student teaching in schools that house grades EC-6. Fieldwork consists of assisting in student-centered classroom instruction for a minimum of fifteen weeks for the entire school day.	Students complete their second semester of student teaching in an assigned classroom in an elementary school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom five full days/week for the semester.
Restriction	none	Addmitted to EPP/Student Teaching Residency II Program
Major Restriction	PRGE	APLE, IDST, BSED
Program Grade Requirement	none	Program requires a final grade of "Pass"
Restriction	none	Departmental Approval

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates updating pre-reqs; course needs to be attached to new degree name; updating of course description, update fieldwork hours; updating title for program consistency; new program grade requirement

All fields below are required

Subject Prefix and number MSED 4310

Course Title Teaching Mlath in Intermediate/Middle Grades

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4343 with C or Better	none
Major Restriction	APLE; IDST	APLE, IDST, BSED
Course Description	Methods of teaching mathematics in intermediate and middle grades. Emphasis on the equity principle (mathematics for all) and development of conceptual understanding on topics such as real numbers and operations, geometry, algebra and functions, statistics and probability.	This course covers the methods and resources for teaching mathematics in intermediate and middle school classrooms. Emphasis is placed on the equity principle (mathematics for all) and the development of conceptual understanding on topics such as real numbers and operations, geometry, algebra and functions, statistics and probability.
hours	3 lecture, 3 lab, 0 other	3 lecture, 0 lab, 5 other

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates updating pre-reqs; course needs to be attached to new degree name; updating of course description, update fieldwork hours; updating title for program consistency; new program grade requirement

All fields below are required

Subject Prefix and number MSED 4311

Course Title Teaching Science in Intermediate/Middle Grades

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	BED 4343 with C or Better	none
Major Restriction	APLE; IDST	APLE, IDST, BSED
Course Description	Methods and materials for teaching science in fourth through eighth grade. Emphasis on inquiry and standards- based teaching and learning. Includes computer applications and field experiences.	This course covers the methods and materials for teaching science in intermediate and middle school classrooms. Emphasis is on inquiry and standards-based teaching and learning of science. Students will explore technology applications and participate in laboratory experiences.
hours	3 lecture, 3 lab, 0 other	3 lecture, 0 lab, 0 other

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates changing title, updating course description, setting new approvals/restrictions, add to new degree program

All fields below are required

Subject Prefix and number MSSED 4691

Course Title Student Teaching-Middle Lvl Ed

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Title	Student Teaching-Middle Lvl Ed	Middle Grades Stu Teach Res II
Course Description	Students seeking a 4-8 certification area outside of Bilingual Education in the teacher preparation program enroll in MSSED 4691 for required student teaching, which is the culmination of the program. Students are assigned to complete their student teaching in schools that house grades 6-8 (middle level grades). Fieldwork consists of assisting in student-centered classroom instruction for a minimum of fifteen weeks for the entire school day.	Students complete their second semester of student teaching in an assigned classroom in a middle school school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom five full days/week for a semester.
Restriction	none	Addmitted to EPP/Student Teaching Residency II Program
Major Restriction	MDGE	MDGE, BSED
Restriction	none	Departmental Approval
Program Grade Requirement	non	Program requires a final grade of "pass"

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

need to add co-reqs for new programming/residency program; update prerequisites and approvals, update title for consistency; update field hours.

All fields below are required

Subject Prefix and number RED 4338

Course Title Literacy and Language Arts Methods

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Co-requisites	none	ELED 4310; TED 4355; ELED 4380
Prerequisites	ECED 4335 OR BED 4345, each with a grade of "C" or better	RED 4341 with a final grade of "C" or better
Departmental Approval	none	required
Restriction	none	Admitted to EPP/Student Teaching Residency I Program
Major Restriction	IDST	IDST, APLE, BSED
Title	Literacy & Language Arts Methods	Teachng Lit/Lang Arts in Elementary Classrooms
Hours	3 lecture, 0 lab, 0 other	3 lecture, 0 lab, 6 other
Course Description	This course introduces methods and resources for teaching literacy in the elementary grades. The course will prepare students to engage young learners in reading, writing, speaking, and listening experiences with print and multimodal texts. Students will learn, practice, apply, and critique literacy instructional methods, with an emphasis on emergent bilingual students (English Language Learners). Ten hours of field experience is	This course examines the methods and resources for teaching literacy in the elementary grades. It focuses on the application of learning theories, methods of evaluation and consideration of individual differences, hands-on instructional practices, and knowledge of state and national standards for Language Arts. Students will design, implement assess, and critique literacy instruction, with an emphasis on

	required.	effectively engaging emergent bilingual students (English Language Learners).

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

COURSE CHANGE FORM

All fields below are required

College : Education

Department : Teacher Education

Rationale for changing the course:

Program changes necessitates: updating pre-reqs; course needs to be attached to new degree name; updating of course description and course title (for program consistency).

All fields below are required

Subject Prefix and number RED 4341

Course Title Literacy Assessment & Teaching

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Prerequisite	none	RED 3315 and BED 4340 with a final grade of "C" or better
Major Restriction	APLE; IDST	APLE, IDST, BSED
Course Title	Literacy Assessment & Teaching	Teaching, Learning, and Assessment of Literacy
Course Description	Standardized and informal materials and techniques for diagnosing strengths and weaknesses of individuals and groups, techniques and materials for building specific reading abilities, and methods of individualizing instruction and grouping. Identification and reading strategies for dealing with dyslexia and other reading disorders.	This course focuses on the knowledge, strategies, and materials for building specific literacy skills in elementary-aged learners. Emphasis is placed on diagnostic, formative, and summative assessments, and the use of assessment to inform literacy instruction. This course also covers the identification of reading difficulties and strategies for supporting students with dyslexia and other reading disorders. Students will analyze data from different sources to individualize instruction and to inform grouping practices.

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

Course Additions

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Course needed for teacher preparation program as part of new Residency Program

All fields below are required

Subject Prefix and # BED 4355

Title (29 characters or fewer): Sem in App Bil Teach & Learn

Dept. Administrative Code : 2786

CIP Code 30.9999.01

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course focuses on the cultural, structural and institutional dynamics of schooling in multilingual communities. It covers the multiple roles of the 21st century bilingual teacher and the importance of the home-school/community-school connection in education. Students will explore culturally and linguistically sustaining teaching as they select, plan, provide and evaluate educational experiences appropriate to the developmental level, sociocultural and linguistic background, and learning needs of bilingual elementary-aged children. Field experience with parents/communities is required.

Contact Hours (per week): 3 Lecture Hours Lab Hours 10 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)

Corequisite Course(s):	Equivalent Course(s):
BED 4338	
BED 4310	
BED 4380	

Restrictions:

Classification	Addmitted to EPP/Student Teacing Residency I Program; Departmental Approval
Major	BSED

BED 4355: Seminar in Applied Bilingual Teaching and Learning

I. Rationale for the Course

This course takes an applied approach to critical pedagogy for bilingual elementary teaching. It is designed to empower pre-service teachers during their Student Teaching Residency I experience to construct and generate the knowledge necessary for the development of teaching competencies that allow them to embrace their role as social transformative bilingual intellectual leaders. The course places specific emphasis on the home-school and community-school connections in early schooling and advancing social justice (realated to a bilingual teacher's and school's place within the larger socio-political context of a multilingual community and the state). It allows pre-service teachers to integrate activities realistic to their students' historical, geographical, cultural and linguistic backgrounds in order promote the development of bilingual students' critical thinking, creativity, and anti-bias problem solving. Further, this course will provide critical instruction during the Residency I experience in relation to the performance-based assessment (edTA) related to teacher certification.

II. Course Description

This course focuses on the cultural, structural and institutional dynamics of schooling in multilingual communities. It covers the multiple roles of the 21st century bilingual teacher and the importance of the home-school/community-school connection in education. Students will explore culturally and linguistically sustaining teaching as they select, plan, provide and evaluate educational experiences appropriate to the developmental level, sociocultural and linguistic background, and learning needs of bilingual elementary-aged children. Field experience with parents/communities is required.

This course requires 10 hours in field experience with parents/communities.

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: ELED 4310; RED 4338; ELED 4680

III. Course Objectives/Purpose

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

- Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- Critically analyze the social, political and economic forces that influence the education of bilingual children
- Outline the diverse ways in which parents and communities from different backgrounds may participate in the educational process;

- Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in bilingual elementary classroom;
- Identify the components of dual language learning environments, classroom interactions and educational activities in which children's diversity, cultural and first language assets and individual differences are respected;
- Apply empowering approaches to bilingual teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.

IV. Possible Materials (Texts and/or Readings)

1. Campoy, I. & Baker, C. (2017) *Guía para padres y maestros de niños bilingües*, Segunda edición. Channel View Publications Ltd.
2. *Promoting ELL Parental Involvement: Challenges in Contested Times (2008)* by B. Arias and M. Morillo-Campbell. The Great Lakes Center for Education Research and Practice. P.O. Box 1263 East Lansing, MI. Available online at <http://nepc.colorado.edu/publication/promoting-ell-parental>
3. *Parent Guide for English Learners* is helping families better understand the reclassification process. In both English and Spanish. You can find it at <http://bit.ly/ELparentguide>
4. *TExES PPR*, EC-12 Pedagogy & Professional Responsibilities (ISBN-13: 978-0-7386-0946-1). Beatrice Mendez Newman, Ph.D. Introduction & Chapters 2, 3, 4, 8, 10, 12, 13.
5. Selected Chapters, Journal articles, other publications and readings on websites.

Additional Resources

1. Texas Essential Knowledge and Skills (TEKS) for the different grade levels or subject matter. The TEKS can be found in the Texas Education Agency (TEA) website <http://www.tea.state.tx.us/index2.aspx?id=6148> **For use with your lesson plans**
2. State law and Chapter 89: Commissioner's Rule (TAC Chapter 89)
O <http://ritter.tea.state.tx.us/rules/tac/chapter089/>
<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
3. ELPS: English Language Proficiency Standards
o <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>
4. Second Language Acquisition
o <http://www.sk.com.br/sk-krash.html>
o http://www.everythingsl.net/inservices/language_stages.php

V. Student Learning Outcomes

Student will:	Assessments
Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	- Reading Reflections - Quick Writes/Written Closure Reflections - Learning Experience Unit [LEU] - LEU Commentaries
Critically analyze the social, political and economic forces that influence the education of bilingual children	- Reading Reflections - Quick Writes/Written Closure Reflections
Outline the diverse ways in which parents and communities from different backgrounds may participate in the educational process;	- Quick Writes/Written Closure Reflections - Reading Reflections - Workshop for Children & Families
Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in bilingual elementary classroom;	- Reading Reflections - Quick Writes/Written Closure Reflections - Workshop for Children & Families - LEU Commentaries
Identify the components of dual language learning environments, classroom interactions and educational activities in which children's diversity, cultural and first language assets and individual differences are respected;	- Reading Reflections - Quick Writes/Written Closure Reflections - Workshop for Children & Families - LEU Commentaries
Apply empowering approaches to bilingual teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.	- Learning Experience Unit [LEU] - LEU Commentaries

V. TExES: Texas Examinations of Educator Standards

TExES Standards Incorporation: Class activities and assignments use the best practice methods that support the competencies from the TExES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TExES.

TExES Elementary Professional Development Standards
(Pedagogy and Professional Responsibilities Standards, EC Grade-12)

* **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Students, Content and Pedagogy, Selection of Instructional Goals and Objectives
Resources, Designing Coherent Instruction, Assessment of Student Learning

* **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Creating an Environment of respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive

* **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Communication, Engaging Students in Learning, Providing Feedback to Students,
Demonstrating Flexibility and Responsiveness

* **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Interacting and Communicating with Families, Interacting with Other Educators and Contributing to the School and District, Continuing Professional Development,
Legal and Ethical Requirements and the Structure of Education in Texas

To demonstrate the incorporation of standards student will be practicing teaching using a constructivist and a multicultural curriculum designed to provide successful learning experiences for all the children. Through this actual classroom teaching experience, student will be practicing concepts from all four standards listed above with particular emphasis on issues related to their field experiences in schools/communities and critical pedagogy.

VI. Student Requirements/Assignments

A. Reading Reflections

Your reading response should be 500-750 words in length, and should do three main things: (1) summarize the main arguments of the readings for the week; (2) identify common themes/threads across the readings; and (3) make connections between the theme(s) of the reading and in relationship to your own (present or future) teaching practice. You should also include any questions that you thought of while reading.

B. Quick Writes/Written Closure Reflections

A Quick Write is a strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess current thinking. The strategy asks learners to respond in 5–10 minutes to an open-ended question or prompt posed before, during, or after reading or [viewing]. Its purpose is to activate prior knowledge, help make personal connections, promote reflection about key content concepts, encourage critical thinking, organize ideas for better comprehension, and demonstrate understanding of key concepts. You will be writing quick writes on articles, activities and viewings of documentaries presented in class, as well as, closure reflections at the end class. There will be no make-ups for missed Quick Writes/Written Closure Reflections due to non-attendance.

C. Workshops for Children and Families + Class Presentation

Work in groups of 4, you will prepare two mini workshops to be conducted with students and parents/grandparents at a community event. The workshops will be based on an initial meeting/interviews with parents & administrators at the school to determine interests and needs of parents/grandparents, and grade levels of their children/grandchildren. We will generate a list of questions in class to use for meetings/interviews with parents/grandparents at the school. After the initial meeting, each group will prepare two workshops and conduct the workshops at the school as a group. Workshop activities must include hands-on activities for parents/grandparents and something that parents/they can take home with them to use with their children. You may need to acquire materials and supplies to carry out the mini workshops. You will also prepare a poster presentation about your workshops to present to the class.

D. Learning Experience Unit [LEU] & Presentation

You will create, implement and evaluate a Learning Experience Unit modeled on edTPA. This assignment includes a detailed “know your students” essay, the creation of an anti-biased or multicultural literacy-based learning experience (3-5 consecutive lesson plans that develop an anti-bias/ multicultural theme and address state literacy/TEKS standards appropriate for your assigned grade), teaching and video taping one or more of your designed lessons in your assigned Residency I classroom and reflective analysis of your teaching (via video analysis). A specific edTPA handbook with detailed directions and guidelines will be assigned and a lesson plan template provided. In addition to written documentation submitted, you will also conduct an oral presentation to your classmates summarizing the components of your Learning Experience Unit.

E. Learning Experience Unit [LEU] Commentaries

For each section of your LEU [“Know your students”; each Lesson Plan (separately and as a sequential unit), video analysis of teaching; assessment of student learning] you will provide a 500-750 word commentary that offers justifications, reflections and next step actions related to your work.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Course needed for new residency program

All fields below are required

Subject Prefix and # BED 4380

Title (29 characters or fewer): Biling Elem Stu Teach Res I

Dept. Administrative Code : 2786

CIP Code 30.9999.01

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

Students complete their first semester of student-teaching residency in an assigned dual language classroom in an elementary school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom two days a week for the semester.

Contact Hours (per week): Lecture Hours Lab Hours 3 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)

Corequisite Course(s):
BED 4310
BED 4355
BED 4338

Equivalent Course(s):

Restrictions:	
Classification	Admitted to EPP/Student Teaching Residency I Program; Departmental Approval
Major	BSED

BED 4380: Bilingual Elementary Student Teaching Residency I

I. Rationale for the Course

This course will provide critical coaching, mentoring and support during the Residency I experience. Pre-service teachers are assigned to a bilingual elementary classroom where they complete two days of student teaching per week for the semester. In addition to fieldwork, group seminar meetings, one-on-one meetings with their assigned faculty site coordinator and 3-way meetings with their site coordinator and mentor teacher, completion of POP Cycles and the Walk-through process provide students support as they gradually begin taking over direct teaching responsibility in their assigned classroom.

II. Course Description

Students complete their first semester of student teaching in an assigned bilingual classroom in a local elementary school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom two full days a week for 15 weeks.

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: BED 4310; BED 4355; BED 4338

III. Course Objectives/Purpose

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

- Demonstrate completion of 75 school/classroom field hours;
- Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in bilingual elementary classroom;
- Identify the components of dual language learning environments, classroom interactions and educational activities in which children's diversity, cultural and first language assets and individual differences are respected;
- Apply empowering approaches to bilingual teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.

IV. Possible Materials (Texts and/or Readings)

1. Student Teaching Residency Handbook: <https://drive.google.com/file/d/1vX-Ap-Y-8-roLq6ZVCDpQakhXikVQ3EW/view>
2. Selected Chapters, Journal articles, other publications and readings on websites.
3. Texas Essential Knowledge and Skills (TEKS) for the different grade levels or subject matter. The TEKS can be found in the Texas Education Agency (TEA) website <http://www.tea.state.tx.us/index2.aspx?id=6148>

V. Student Learning Outcomes

Student will:	Assessments
• Demonstrate completion of 75 school/classroom field hours	• Documentation
• Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	• Discussions • Walk-throughs • POP Cycles
• Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in bilingual elementary classroom;	• Discussion • Walk-throughs • POP Cycles
• Identify the components of dual language learning environments, classroom interactions and educational activities in which children's diversity, cultural and first language assets and individual differences are respected;	• Discussions • Walk-throughs • POP Cycles
• Apply empowering approaches to bilingual teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.	• Walk-throughs • POP Cycles

V. TExES: Texas Examinations of Educator Standards

TExES Standards Incorporation: Class activities and assignments use the best practice methods that support the competencies from the TExES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TExES.

TExES Elementary Professional Development Standards ***(Pedagogy and Professional Responsibilities Standards, EC Grade-12)***

- * **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Students, Content and Pedagogy, Selection of Instructional Goals and Objectives
Resources, Designing Coherent Instruction, Assessment of Student Learning
- * **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Creating an Environment of respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive
- * **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
Communication, Engaging Students in Learning, Providing Feedback to Students,
Demonstrating Flexibility and Responsiveness
- * **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Interacting and Communicating with Families, Interacting with Other Educators and Contributing to the School and District, Continuing Professional Development,
Legal and Ethical Requirements and the Structure of Education in Texas

To demonstrate the incorporation of standards student will be practicing teaching using a constructivist and a multicultural curriculum designed to provide successful learning experiences for all the children. Through actual classroom teaching experience, student will be practicing concepts from all four standards listed above.

VI. Student Requirements/Assignments

A. POP Cycles

Completion of POP Cycles involves several steps with deadlines. The teacher candidate is expected to complete each step and provide the Site Coordinator with the necessary deliverables

(e.g., lesson plan) by the due dates. Teacher Candidates will schedule 2 POP Cycles with the Site Coordinator early in the semester.

A. Pre-Conference

- a. Student will submit lesson plans to Mentor Teachers and Site Coordinators 48 hours prior to the scheduled Pre-Conference.
- b. Prepare necessary documents for the conference:
 1. Lesson plan with aligned state standards
 2. Assessment sample
 3. Student Achievement Chart (SAC) with proficiency levels
 4. Lesson Materials (i.e. texts, manipulatives, links to websites, videos, etc.)
 5. Student Perception Survey (SPS) for POP Cycles 2 – 4 only

B. Observation

- a. TC will implement the lesson with the suggestions made by the MT and SC.
- b. Capture the instructional event using the Swivl app
- c. Upload the video within 24 hours of the observation
- d. Review the lesson and gather evidence for reinforcement and refinement based on domains in the Miner Assessment Tool

C. Post Conference

- a. Within 48 hours of the observation, attend post conference with SC.
- b. Prepare necessary documents for the conference
 1. Student Achievement Chart (SAC)
 2. Student Assessment Samples
 3. Analysis of video – lesson delivery – with reinforcement and refinement areas based on domains in the Miner Assessment Tool.

B. Walk-throughs

In addition to the two formal POP Cycles, four informal observations per semester will be conducted by the Site Coordinator. Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your Miner Residency experience and well into your teaching career.

- Walkthroughs will not be scheduled, but the Teacher Candidate will be provided a two-week window of when they may expect a 10-15-minute observation by their Site Coordinator.
- Teacher Candidates do not need to prepare for the visit. The Site Coordinator will capture whatever is happening at the time in the classroom and will give the Teacher Candidate feedback and an opportunity to reflect.
- The Site Coordinator will complete the Walkthrough Form and upload it online to make it accessible to the Teacher Candidate. The Teacher Candidate is expected to meet with the Site Coordinator after each walkthrough to receive feedback, coaching, and support.
- The Walkthrough Form will have a Reflection portion for the Teacher Candidate to complete after each of the four observations. The completion and quality of these reflections will be factored into the overall final grade for the course. (Miner Assessment Tool: Domain 4, Criteria 4.2.3: Reflection)

C. Online Discussions

Using the Blackboard platform, you will participate in whole class and small group online discussions for topics and questions that arise throughout the semester. For each discussion, you are expected to post one initial entry [minimum 300 words] and two feedback responses to classmates [minimum 75 words]

Performance Gates/Final Grade

You are preparing to be an elementary bilingual teacher, so you must work at the level and with the integrity you would intend your future students to demonstrate! At the end of your Student Teaching Residency I course, Teacher Candidates are assigned a grade of Satisfactory ‘S’ or Unsatisfactory ‘U’. No letter grade is assigned, and this course grade does not impact your overall GPA. In order to pass Student Teaching Residency I, the Teacher Candidate must meet the following criteria:

- All excused and unexcused absences have been made up by the end of the semester.
- By POP Cycle #2, Teacher Candidates must have scored at least a 2 (“Developing”) on each of the Miner Assessment Tool indicators.

□ Teacher Candidates who fail to achieve or maintain ratings in this manner may have the option to complete one additional POP cycle to reach the standard, at the discretion of their Site Coordinator and in collaboration with program leadership.

□ If a Teacher Candidate does not meet this performance standard (“2- Developing” on all indicators), s/he will not advance to the second semester of the Student Teaching Residency Program (i.e. Residency II).

★ Teacher Candidates must also meet the criteria for all other course assignments, including online discussions and Walkthrough reflections to pass this course.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Course needed for teacher preparation program.

All fields below are required

Subject Prefix and # ECED 3310

Title (29 characters or fewer): The Arts in the Early Years

Dept. Administrative Code : 2786

CIP Code 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course prepares participants to integrate the Arts (visual arts, creative writing, music, theater and dance) across the early childhood/elementary curriculum. It covers art content; theories, methods and materials of instruction; lesson planning and classroom management techniques for Arts-based teaching, with a particular emphasis on engaging diverse students in personally and culturally meaningful self-expression. Students will explore developmentally appropriate practices that nurture artistic development and experience the creative process through hands-on study of the Arts.

Contact Hours (per week): 3 Lecture Hours Lab Hours 3 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)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	Junior or Senior Status

Major	APLE, IDST, BSED
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ECED 3310: The Arts in the Early Years

I. Rationale for the Course

This course focuses on the Arts (including components of Language Arts related to Writing Viewing, Representing and Conventions). It is designed to provide in-depth exposure to early childhood and elementary standards for the Arts, as well help students develop the knowledge and skills to engage in impactful Arts-based teaching. This course covers required content for state elementary certification exams.

II. Course Description

This course prepares participants to integrate the Arts (visual arts, creative writing, music, theater and dance) across the early childhood/elementary curriculum. It covers art content; theories, methods and materials of instruction; lesson planning and classroom management techniques for Arts-based teaching, with a particular emphasis on engaging diverse students in personally and culturally meaningful self-expression. Students will explore developmentally appropriate practices that nurture artistic development and experience the creative process through hands-on study of the Arts.

This course requires 3 hours of field work.

III. Course Objectives/Purpose

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

- Explain major theories regarding child development in visual arts, creative writing, dance, music and theatre;
- Articulate the importance of process-based pedagogy while guiding children's cognitive, musical, creative, and artistic development;
- Articulate the interrelationship between creative production in visual arts, creative writing, dance, music and theatre and the academic disciplines;
- Critically examine various approaches to teaching the Arts and their application in early childhood and elementary education settings;
- Design developmentally appropriate curriculum for culturally and linguistically diverse learners that addresses children's knowledge, belief, and engagement as creative and divergent thinkers;
- Create, perform, and present original artistic pieces related to their individual identity as a teacher.

IV. Possible Materials (Texts and/or Readings)

1. Edwards, Linda Carol. (2010). *The creative arts: A process approach for teachers and children*. 5th Edition. Pearson Education, Inc. ISBN-13: 978-0-13-715163-9
2. Selected readings provided electronically on Blackboard or distributed in class
3. TEKS: <http://tea.texas.gov/index2.aspx?id=6148>.
4. Drawing/coloring tools (colored pencils, crayons, markers, etc.)

Texas Teacher Standards:

Texas Education Agency EC-6 Art standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6009&libID=6021>

Texas Education Agency EC-6 Music standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6045&libID=6057>

Texas Education Agency EC-12 Theatre standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6061>

Texas Education Agency EC-6 Language Arts standards can be found at

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

V. Student Learning Outcomes

Student will:	Assessments
Explain major theories regarding child development in visual arts, creative writing, dance, music and theatre;	- Process vs. Product - Islands of Personality Project - Online Activities & Discussions
Articulate the importance of process-based pedagogy while guiding children's cognitive, musical, creative, and artistic development;	All assignments
Articulate the interrelationship between creative production in visual arts, creative writing, dance, music and theatre and the academic disciplines;	All assignments
Critically examine various approaches to teaching the Arts and their application in early childhood and elementary education settings;	- Process vs. Product - Online Activities & Discussions - Reggio- Inspired Experience
Design developmentally appropriate curriculum for culturally and linguistically diverse learners that addresses children's knowledge, belief, and engagement as creative and divergent thinkers;	- Process vs. Product - Online Activities & Discussions
Create, perform, and present original artistic pieces related to their individual identity as a teacher.	- Discovering your Talent - Islands of Personality Project

VI. Student Requirements/Assignments

A. Process vs. Product

Step 1: You will first choose one broad theme for both the process and product learning activity. For example: spring, fall, bugs, dinosaurs, transportation, cats, etc.

Step 2: You will plan 2 different art activities: 1) a process-based art activity, and 2) a product-based art activity. Both activities should follow your chosen theme. You will need to gather all the supplies for both activities.

Step 3: You will find a child or group of children (younger than 12). You will pick one of your art activities and facilitate the activity with the child or group of children. Next you will facilitate the other art activity with the child or group of children.

Step 4: You will write a reflection on your experiences with the two pedagogical experiences in the following format:

1. Process Activity Picture
2. Product Activity Picture
3. How did the child(ren) approach the process activity?
4. How did the child(ren) approach the product activity?
5. Did both activities foster development in creativity? If so how?
6. What did you learn from this exercise?

B. Discovering your Talent

Everyone has a talent! This assignment will be submitted through a presentation, where you will describe how you discovered your talent, and who or how it was fostered. You will then demonstrate your talent for the class. Your talent may or may not be performance based, meaning that you may be talented at sewing, or painting, or sculpture; but you may also be talented in something performance based. This is an open-ended assignment, where you are not being graded on what your talent is, but on your thoughtful reflection of the discovery of your talent, who or how it was fostered, and your commitment to the presentation of this talent. For your presentation you will:

1. Describe how you discovered your talent. This should be in a monologue or story-telling style that engages the class. You will NOT be allowed to use a PowerPoint!
2. Describe how it was fostered, and/or who helped you to foster this talent further.
3. Perform or present your talent.

C. Islands of Personality Project

Our personalities are built through our experiences in life. These affect our teaching and how we approach tasks within the classroom. Reflection of these traits are essential in helping each individual become a stronger teacher, who is attuned to the needs of each individual student. Self-awareness is essential as perspective teachers. For this project you will be required to create 3 Islands (or art pieces) representing your individual personality.

Presentation - Guidelines for your Islands of Personality Presentation and Art:

- You must construct/create your Islands – You may perform one of your islands in the moment.
- The collection of the three (3) islands should show me who you are as presented through the different art forms
- You MAY NOT use “Family Island”, “Teaching Island”, or “Education Island”. This assignment requires you to look inward at the individual and personal traits that makes you unique.

- Picture collages will not be acceptable forms of art for this assignment. Photographs should NOT be used in any of your islands!
- A 3-D element – maybe sculpture, or other way of conveying 3-dimensional art
- Electronic presentations may only be used with prior approval from the instructor
- Creative writing may only be used once and must be accompanied by another creative art element
- You will present your 3 islands in a brief 3-5-minute presentation.
- During your presentation you will:
 - Briefly explain each island or aspect of your personality (for example: Goofball island “I am super goofy and silly, and love to play around”) and how that aspect of your personality may help you in the classroom as a teacher (for example: “This will help me make learning fun for the children in my class”)

D. Reggio-inspired Experience

You are required to attend a single Reggio experience session of 3 hours at the assigned location of First Presbyterian Preschool. First Presbyterian Preschool is a Reggio Emilia inspired school that serves children ages 1-year through kindergarten. This school utilizes a variety of fine arts experiences that are child-led, and process-based to teach other content areas through a whole-child approach. Many of you are aspiring to teach older grades/ages, however, experience with younger ages will give you insight into what is capable with older children, as well as help to strengthen your foundational knowledge in child development. First Presbyterian Preschool is located at 1340 Murchison Drive.

1. In class you will sign up once for this location for this semester. You will have two time options to choose from: 9:00-12pm, or 12:15-3:15pm. You will be required to attend the time you sign up for, and you are required to stay the entire time.
2. You will print out the first page of the “Reggio Experience Template” (on BB), and will bring this with you to your Reggio experience to be signed by your cooperating teacher or the director.
3. Once you have completed a Reggio experience you will complete a reflection using the remaining pages of the template. You will include a picture of your signed Reggio Experience in your reflection as proof of attendance.

E. Online Activities and Discussions

Everybody Needs a Rock

Step 1: Watch/Read *Everybody Needs a Rock* by Byrd Baylor (YouTube video on BB).

Step 2: Find your rock based on the criteria in the book. Your rock may be metaphorical, or physical. You will need to find a way to represent your rock in a physical form (picture, sculpture, etc.). You will need to take a picture of your rock and add this picture to your submission on BB.

Step 3: Write a one paragraph essay (300 words max) connecting this experience to the concepts you read about in Chapter 3 of *The Creative Arts*.

Step 4: Post your essay and picture (in one submission) on the Discussion Board (not as an attachment)

Step 5: Pick a 1 peer who you relate to, and 1 peer who you do not connect with (based on the Rock experience) and respond with 1 question each, about their rock and how it relates to the concepts you read about in Chapter 3.

Step 6: Respond to the questions asked of you using examples from your life and from the text to support your answers.

Misunderstanding Children’s Art

Step 1: Read *Misunderstanding Children's Art* found on Blackboard.

Step 2: Write a one paragraph essay (300 words max) connecting your personal and/or professional experiences to the concepts discussed in *Misunderstanding Children's Art* by Rhoda Kellogg, then pose one question about the article to your peers.

Step 3: Post your submission on the Discussion Board (in the discussion thread, not as an attachment).

Step 4: Pick 2 peers (who DO NOT have a response) and answer their question using what you have read in the article, and text book, and your own experiences to support your answer.

Step 5: Respond to the peers that answered your questions (creating a conversation).

Scaffolding Writing Skills

Step 1: Read *How do I Write?* found on Blackboard.

Step 2: Write a one paragraph essay (300 words max) connecting your personal and/or professional experiences to the concepts discussed in *How do I Write?* by Cabell, Totorelli & Gerde, then pose one question about the article to your peers.

Step 3: Post your submission on the Discussion Board (in the discussion thread, not as an attachment).

Step 4: Pick 2 peers (who DO NOT have a response) and answer their question using what you have read in the article, and text book, and your own experiences to support your answer.

Step 5: Respond to the peers that answered your questions (creating a conversation).

Lesson Plans & Feedback

This is an individual assignment!

Step 1: Use the lesson plan template provided to create a lesson plan for an activity (different from your Using Art to Teach Content Assignment) that uses art to teach a content area other than art and post on Blackboard

Step 2: Complete the lesson plan commentary template provided for the lesson plan that you submitted in step 1.

Step 3: Respond to 2 peers with a constructive feedback about the content of the lesson plan. Focus on the amount of process-based the activity is and where they could improve on the lesson.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Course needed for teacher preparation program- new certification requirements

All fields below are required

Subject Prefix and # ECED 4300

Title (29 characters or fewer): Responsive Class Management

Dept. Administrative Code : 2786

CIP Code 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course adopts an encompassing view of classroom management, including: positive child guidance strategies, inclusive social organization strategies and the design of engaging learning environments. It covers the psychosocial foundations of current child guidance strategies and practical approaches to promoting effective child-teacher, peer-peer and large group interactions. Emphasis is placed on ways teachers can foster respectful and responsive relationships with and between students, as well as techniques for nurturing self-regulation, self-motivation and self-esteem in children.

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)

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

Restrictions:	
Classification	Junior or Senior Status

Major	BSED
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ECED4300: Responsive Classroom Management

I. Rationale for the Course

This course focuses on classroom management through responsive child guidance in elementary classrooms. It provides an in-depth analysis of positive child guidance strategies, inclusive social organization strategies and the design of engaging learning environments. The course will aid pre-service teachers in developing the knowledge and skills needed to design and implement effective child-teacher, peer-peer and large group interactions in the classroom, as well as use techniques for nurturing self-regulation, self-motivation and self-esteem in children. This course is being added to the program because external evaluations found it missing and to better meet TEA code for related teacher certification.

II. Course Description

This course adopts an encompassing view of classroom management, including: positive child guidance strategies, inclusive social organization strategies and the design of engaging learning environments. It covers the psychosocial foundations of current child guidance strategies and practical approaches to promoting effective child-teacher, peer-peer and large group interactions. Emphasis is placed on ways teachers can foster respectful and responsive relationships with and between students, as well as techniques for nurturing self-regulation, self-motivation and self-esteem in children.

III. Course Objectives/Purpose

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

- Identify and evaluate different classroom management approaches and the role they play in the physical, emotional, social and intellectual development of children;
- Analyze biological and socio-cultural theories and related empirical research regarding children's development and the relationship to children's behavior;
- Critically examine various approaches to classroom management and its application in classrooms of students with a wide range of diverse needs;
- Identify and implement ways to modify curricula, materials, and the environment to accommodate individual student differences;
- Design engaging learning environments that foster and facilitate positive and effective child-teacher, peer-peer and large group interactions to promote: collaborative, respectful and responsive relationship, self-regulation, self-motivation and self-esteem in children;
- Define the teacher's role in creating a positive learning community, including modifications for meeting students' needs; developmental appropriateness; curricular goals as stated in state and national standards.

IV. Possible Materials (Texts and/or Readings)

- Ferries Miller, D. (2015). Pelo. A. (2017). Positive Child Guidance, 8th Edition. Cengage Learning. ISBN-13 978-1305088993

Selected Chapters/Readings from:

- Watson, M. (2018) Learning to Trust: Attachment Theory and Classroom Management
- Bailey, B.A. (2015) Conscious Discipline: Building Resilient Classrooms
- Fay J. & Funk, D. (1995) Teaching with Love and Logic
- Kohn, A. (2006) Beyond Discipline: From Compliance to Community

V. Student Learning Outcomes

Student will:	Assessments
Identify and evaluate different classroom management approaches and the role they play in the physical, emotional, social and intellectual development of children	- Jigsaw Work - Video/Scenario Response - Venn Diagram Poster
Analyze biological and socio-cultural theories and related empirical research regarding children's development and the relationship to children's behavior	- Jigsaw Work - Venn Diagram Poster - Video/Scenario Response
Critically examine various approaches to classroom management and its application in classrooms of students with a wide range of diverse needs	- Jigsaw Work - Video/Scenario Response - Classroom Guidance Plan
Identify and implement ways to modify curricula, materials, and the environment to accommodate individual student differences	- Classroom Guidance Plan - Jigsaw Work - Video/Scenario Response
Design engaging learning environments that foster and facilitate positive and effective child-teacher, peer-peer and large group interactions to promote: collaborative, respectful and responsive relationship, self-regulation, self-motivation and self-esteem in children	All course assignments
Define the teacher's role in creating a positive learning community, including modifications for meeting students' needs; developmental appropriateness; curricular goals as stated in state and national standards.	All Course assignments

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VI. Student Requirements/Assignments

A. Jigsaw Work

We often learn best from Positive Interdependence (i.e. cooperatively working together towards a goal; sharing ideas and viewpoints; capitalizing on each other's resources and skills). To put this into practice, you will be randomly divided into classroom work teams of four (Note that team members will switch up throughout the duration of the course so that you will have opportunities to work with and learn alongside other classmates). Each team member will be responsible for bringing one piece of work so that like a jigsaw puzzle, the pieces can be put together to form a coherent whole. On the first day of class, you will be assigned as jigsaw piece: A, B, C, or D; your jigsaw job throughout the semester is to answer the chapter reading questions based on the jigsaw letter you are assigned and bring them to class. Then, using the pieces to the puzzle you each bring, your jigsaw puzzle team will work together to complete an in-class activity. The specific jigsaw questions for each chapter from our textbook are found in Appendix A. You should bring your jigsaw work to class on the day it is due (See the course schedule); your work can be typed or hand-written (but must be legible).

B. Video/Scenario Response

You will watch or read the behavior based scenario for that week that demonstrates a specific behavior challenge, or response to behavior. You will write a 500 word response that describes what is happening in the scenario, what theoretical or empirical connections you see, and your personal response to the behavior. You will critically analyze the response to the behavior by articulating what you would have done in this situation.

C. Classroom Guidance Plan

This assignment will be completed in various steps throughout the semester. You will design, create, or write depending on the specific topic. Topics will include: identifying personal biases; designing the learning environment; modifying the learning environment for students with ability differences; designing engaging lessons; and addressing undesirable behavior.

D. Venn Diagram

Part 1: Research

You will begin this assignment by picking 2 different strategies commonly used in classrooms as forms of management. You will research these in-depth assessing for developmental

appropriateness, theoretical connections, historical perspectives, effectiveness, modifications to the learning environment, and teacher expectations and view of students from this perspective.

Part 2: Poster

You will create a Venn Diagram Poster that displays the similarities and differences between the two classroom management strategies that you researched.

Part 3: Paper

You will write a 1500 word minimum paper divided into the following 5 sections:

Classroom Management Strategy 1—You will present and discuss one of your chosen classroom management strategies addressing all of the parts outlined in part 1.

Classroom Management Strategy 2—You will present and discuss the other classroom management strategy that you chose addressing all of the parts outlined in part 1.

Similarities—You will discuss the similarities of your two classroom management strategies

Differences—You will discuss the differences of your two classroom management strategies

Reflection—You will critically reflect on the two different strategies and where you feel these strategies would be most effective and appropriate

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Senior-level course needed for teacher preparation program; meets TEA code requirement

All fields below are required

Subject Prefix and # EDT 4300

Title (29 characters or fewer): Educational Technology

Dept. Administrative Code : 2786

CIP Code 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course covers the fundamentals of educational technologies that support teaching and learning, including: terminology, historical development, learning theories, social impacts, and ethical implications. It focuses on building proficiency in the application of technologies that improve communication and collaboration within schools. Students will examine and evaluate educational technologies in relation to national and state standards, with an emphasis on integrating technology into teaching to promote children's digital literacy and learning across academic content areas.

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)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	Must be accepted into EPP/Residency II program; Departmental Approval
Major	APLE, IDST, BSED

EDT 4300: Educational Technology

I. Rationale for the Course

This course focuses on content and pedagogy for teaching and learning with educational technologies. It is designed to provide in-depth exposure to terminology, historical development, learning theories, social impacts, and ethical implications of technology usage, as well as help students build proficiency in the application of technologies that improve communication and collaboration within schools. This course covers required content for state initial elementary teacher certification, per the Texas Administration Code [TAC]; by the end of the class, students should be able to achieve the objectives as prescribed by 19 TAC 228.30 (c)(8) and TEC 21.0452 (b)(5) in alignment with the latest version of the International Society for Technology in Education's (ISTE) standards, as appears on the ISTE website.

II. Course Description

This course covers the fundamentals of educational technologies that support teaching and learning, including: terminology, historical development, learning theories, social impacts, and ethical implications. It focuses on building proficiency in the application of technologies that improve communication and collaboration within schools. Students will examine and evaluate educational technologies in relation to national and state standards, with an emphasis on integrating technology into teaching to promote children's digital literacy and learning across academic content areas.

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

III. Course Objectives/Purpose

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

- Assess their degree of digital literacy and identified resources to address any deficiencies identified by the digital literacy evaluation;
- Identify ways to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning;
- Outline ways to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems;
- Demonstrate the use of technology to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
- Design authentic, learner-driven technology enhanced or mediated activities and environments that recognize and accommodate learner variability;
- Apply methods for using data to drive their instruction and support students in achieving their learning goals.

IV. Possible Materials (Texts and/or Readings)

1. Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record* 108(6), 1017-1054.
2. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
3. DeLay, R. (1996). Forming knowledge: Constructivist learning and experiential education. *Journal of Experiential Education*, 19(2), 76-81.
4. Singhal, A. & Law, S. (1997). A research agenda for diffusion of innovations scholars in the 21st century. *Journal of Development Communication*, 8(1), 39-47.
5. Choi, J. I., & Hannafin, M. (1995). Situated cognition and learning environments: Roles, structures, and implications for design. *Educational technology research and development*, 43(2), 53-69.
6. Clements, D. H. (2007). Curriculum research: Toward a framework for "Research-Based Curricula." *Journal for Research in Mathematics Education*, 35-70.
7. Paas, F., Renkl, A., & Sweller, J. (2004). Cognitive load theory: Instructional implications of the interaction between information structures and cognitive architecture. *Instructional Science*, 32, 1-8.
8. Singhal, A. & Rogers, E. (2002). A theoretical agenda for entertainment-education. *Communication Theory*, 12(2), 117-135.
9. Robertson, W., & Lesser, L. M. (2013). Scientific skateboarding and mathematical music: Edutainment that actively engages middle school students. *European Journal of Science and Mathematics Education*, 1(2), 60-68.
10. Wilson, M. (2002). Six views of embodied cognition. *Psychonomic bulletin & review*, 9(4), 625-636. Ackermann, E. (2001).
11. Piaget's constructivism, Papert's constructionism: What's the difference. *Future of learning group publication*, 5(3), 438.
12. Hill, A. M., & Smith, H. A. (2005). Research in purpose and value of the study of technology in secondary schools: A theory of authentic learning. *International Journal of Technology and Design Education*, 15, 19-32.

V. Student Learning Outcomes

Student will:	Assessments
Assess their degree of digital literacy and identified resources to address any deficiencies identified by the digital literacy evaluation;	Practice Assignments
Identify ways to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning;	- Daily Hand-Ins - Practice Assignments - Final Exam
Outline ways to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems;	- Daily Hand-Ins - Practice Assignments - Final Exam
Demonstrate the use of technology to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;	- Practice Assignments - Final Portfolio
Design authentic, learner-driven technology enhanced or mediated activities and environments that recognize and accommodate learner variability;	- Practice Assignments - Final Portfolio
Apply methods for using data to drive their instruction and support students in achieving their learning goals.	- Practice Assignments - Final Portfolio - Final Exam

TExES Competencies Addressed during Course

Here is the list of TExES Competencies that this class will address --

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.

TEA Test Frameworks Addressed during Course

Here is the list of TEA Test Framework for Generalist EC-6 that this class will address --

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

VI. Student Requirements/Assignments

A. Daily Hand-Ins

Each required live class session begins with turning in your daily hand-in. The daily hand-in is collected at the beginning of class; a daily hand-in received after the beginning of class will receive half credit. Daily hand-ins will not be accepted via email or after the end of the class period unless approval has been obtained from the instructor. The daily hand-in should include your name and the date, and then a single sentence or a single question related to the topic of educational technology.

B. Practice Assignments

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 assignments will decrease your chance to get a desirable grade in this class.

Unless instructed otherwise, each assignment is due prior to the beginning of the class period scheduled time. Assignments should use the following name format:

YourFirstName_YourLastName.filetype

Example Practice Assignment:

Join the class Dropbox folder after you have received the invitation email.

Read articles listed on syllabus for this week, as well as --

Read the *practical article* “Graphic Novels in the Classroom” by Rachel Williams (2008).

Skim the *empirical article* “Dance-Math” by An & Tillman (2018).

Skim the *theory article* “TPCK” by Mishra and Koehler (2006).

- A. Complete and upload an original one-page document describing a *digital technology* that you plan to employ in your future teaching. At a minimum, the document should include two original drawings and three sentences of original text.
- B. Complete and upload an original one-page document describing a *non-digital, electrical technology* that you plan to employ in your future teaching. At a minimum, the document should include two original drawings and three sentences of original text.
- C. Complete and upload an original one-page document describing a *non-electrical technology* that you plan to employ in your future teaching. At a minimum, the document should include two original drawings and three sentences of original text.
- D. Complete and upload an original document describing how the three technologies you choose for this assignment can work together to help create a safe and creative learning environment that you plan to employ in your future teaching. At a minimum, the document should include two original drawings and three paragraphs of original text.

C. Final Portfolio & Presentation

The final project will be a portfolio representing a culmination of the work you did in the assignments. Create and upload a folder named after yourself, with the following elements, each of which should be revised as needed to look and function smoothly as a clean and consistent system that you are comfortable presenting and discussing for a total of 4-5 minutes:

- (#1) your Part D from Assignment 1,
- (#2) your Part C from Assignment 2,
- (#3) your Part A from Assignment 3,
- (#4) your Part C from Assignment 3,
- (#5) your Part A from Assignment 8,
- (#6) your Part C from Assignment 9,
- (#7) fourth page of your Assignment 10 with your integration plan,
- (#8) two of the parts from your Assignment 11, and
- (#9) three additional parts from any assignments that you feel best represent your educational philosophy.

Presentation Guidelines: You do not need to show all of these items during your 4-5 minutes presentation, only #1, #7 and #8 are required along with whichever additional materials you feel best support your presentation. Specifically, each presentation will start with #8 (your ed-tech roots), then discuss #1 (your ed-tech ideas at beginning of class), and then discuss #7 (your ed-tech ideas at end of class), followed by any other materials you would like to add.

D. Final Exam

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.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Course needed for new Residency program

All fields below are required

Subject Prefix and # ELED 4380

Title (29 characters or fewer): Elem Stu Teach Residency I

Dept. Administrative Code : 2786

CIP Code 30.9999.01

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

Students complete their first semester of student-teaching residency in an assigned classroom in an elementary school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom two days a week for the semester.

Contact Hours (per week): Lecture Hours Lab Hours 3 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)

Corequisite Course(s):	Equivalent Course(s):
ELED 4310	
TED 4355	
RED 4338	

Restrictions:	
Classification	Admitted to EPP/Student Teaching Residency I Program; Departmental Approval
Major	BSED

ELED 4380: Elementary Student Teaching Residency I

I. Rationale for the Course

This course will provide critical coaching, mentoring and support during the Residency I experience. Pre-service teachers are assigned to an elementary classroom where they complete two days of student teaching per week for the semester. In addition to fieldwork, group seminar meetings, one-on-one meetings with their assigned faculty site coordinator and 3-way meetings with their site coordinator and mentor teacher, completion of POP Cycles and the Walk-through process provide students support as they gradually begin taking over direct teaching responsibility in their assigned classroom.

II. Course Description

Students complete their first semester of student teaching in an assigned classroom in a local elementary school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom two full days a week for 15 weeks.

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: ELED 4310; TED 4355; RED 4338

III. Course Objectives/Purpose

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

- Demonstrate completion of 75 school/classroom field hours;
- Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in elementary classroom;
- Identify the components of learning environments, classroom interactions and educational activities in which children's diversity and individual differences are respected;
- Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.

IV. Possible Materials (Texts and/or Readings)

1. Student Teaching Residency Handbook: <https://drive.google.com/file/d/1vX-Ap-Y-8-roLq6ZVCDpQakhXikVQ3EW/view>
2. Selected Chapters, Journal articles, other publications and readings on websites.
3. Texas Essential Knowledge and Skills (TEKS) for the different grade levels or
4. subject matter. The TEKS can be found in the Texas Education Agency (TEA)
5. website <http://www.tea.state.tx.us/index2.aspx?id=6148>

V. Student Learning Outcomes

Student will:	Assessments
• Demonstrate completion of 75 school/classroom field hours	• Documentation
• Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	• Online Discussions • Walk-throughs • POP Cycles
• Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in elementary classroom;	• Online Discussions • Walk-throughs • POP Cycles
• Identify the components of learning environments, classroom interactions and educational activities in which children's diversity and individual differences are respected;	• Online Discussions • Walk-throughs • POP Cycles
• Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.	• Walk-throughs • POP Cycles

V. TExES: Texas Examinations of Educator Standards

TExES Standards Incorporation: Class activities and assignments use the best practice methods that support the competencies from the TExES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TExES.

TExES Elementary Professional Development Standards ***(Pedagogy and Professional Responsibilities Standards, EC Grade-12)***

- * **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Students, Content and Pedagogy, Selection of Instructional Goals and Objectives
Resources, Designing Coherent Instruction, Assessment of Student Learning
- * **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Creating an Environment of respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive
- * **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
Communication, Engaging Students in Learning, Providing Feedback to Students,
Demonstrating Flexibility and Responsiveness
- * **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Interacting and Communicating with Families, Interacting with Other Educators and Contributing to the School and District, Continuing Professional Development,
Legal and Ethical Requirements and the Structure of Education in Texas

To demonstrate the incorporation of standards student will be practicing teaching using a constructivist and a multicultural curriculum designed to provide successful learning experiences for all the children. Through actual classroom teaching experience, student will be practicing concepts from all four standards listed above.

VI. Student Requirements/Assignments

A. POP Cycles

Completion of POP Cycles involves several steps with deadlines. The teacher candidate is expected to complete each step and provide the Site Coordinator with the necessary deliverables

(e.g., lesson plan) by the due dates. Teacher Candidates will schedule 2 POP Cycles with the Site Coordinator early in the semester.

A. Pre-Conference

- a. Student will submit lesson plans to Mentor Teachers and Site Coordinators 48 hours prior to the scheduled Pre-Conference.
- b. Prepare necessary documents for the conference:
 1. Lesson plan with aligned state standards
 2. Assessment sample
 3. Student Achievement Chart (SAC) with proficiency levels
 4. Lesson Materials (i.e. texts, manipulatives, links to websites, videos, etc.)
 5. Student Perception Survey (SPS) for POP Cycles 2 – 4 only

B. Observation

- a. TC will implement the lesson with the suggestions made by the MT and SC.
- b. Capture the instructional event using the Swivl app
- c. Upload the video within 24 hours of the observation
- d. Review the lesson and gather evidence for reinforcement and refinement based on domains in the Miner Assessment Tool

C. Post Conference

- a. Within 48 hours of the observation, attend post conference with SC.
- b. Prepare necessary documents for the conference
 1. Student Achievement Chart (SAC)
 2. Student Assessment Samples
 3. Analysis of video – lesson delivery – with reinforcement and refinement areas based on domains in the Miner Assessment Tool.

B. Walk Throughs

In addition to the two formal POP Cycles, four informal observations per semester will be conducted by the Site Coordinator. Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your Miner Residency experience and well into your teaching career.

- Walkthroughs will not be scheduled, but the Teacher Candidate will be provided a two-week window of when they may expect a 10-15-minute observation by their Site Coordinator.
- Teacher Candidates do not need to prepare for the visit. The Site Coordinator will capture whatever is happening at the time in the classroom and will give the Teacher Candidate feedback and an opportunity to reflect.
- The Site Coordinator will complete the Walkthrough Form and upload it online to make it accessible to the Teacher Candidate. The Teacher Candidate is expected to meet with the Site Coordinator after each walkthrough to receive feedback, coaching, and support.
- The Walkthrough Form will have a Reflection portion for the Teacher Candidate to complete after each of the four observations. The completion and quality of these reflections will be factored into the overall final grade for the course. (Miner Assessment Tool: Domain 4, Criteria 4.2.3: Reflection)

A. Online Discussions

Using the Blackboard platform, you will participate in whole class and small group online Discussions for topics and questions that arise throughout the semester. For each discussion, you are expected to post one initial entry [minimum 300 words] and two feedback responses to classmates [minimum 75 words]

Performance Gates/Final Grade

You are preparing to be an elementary bilingual teacher, so you must work at the level and with the integrity you would intend your future students to demonstrate! At the end of your Student Teaching Residency I course, Teacher Candidates are assigned a grade of Satisfactory ‘pass’ or Unsatisfactory ‘fail’. No letter grade is assigned, and this course grade does not impact your overall GPA. In order to pass Student Teaching Residency I, the Teacher Candidate must meet the following criteria:

- All excused and unexcused absences have been made up by the end of the semester.
- By POP Cycle #2, Teacher Candidates must have scored at least a 2 (“Developing”) on each of the Miner Assessment Tool indicators.

□ Teacher Candidates who fail to achieve or maintain ratings in this manner may have the option to complete one additional POP cycle to reach the standard, at the discretion of their Site Coordinator and in collaboration with program leadership.

□ If a Teacher Candidate does not meet this performance standard (“2- Developing” on all indicators), s/he will not advance to the second semester of the Student Teaching Residency Program (i.e. Residency II).

★ Teacher Candidates must also meet the criteria for all other course assignments, including online discussions and Walkthrough reflections to pass this course.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Course needed for new Residency program

All fields below are required

Subject Prefix and # MSED 4390

Title (29 characters or fewer): Middle Grades Stu Teach Res I

Dept. Administrative Code : 2786

CIP Code 30.9999.01

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

Students complete their first semester of student teaching in an assigned classroom in a middle school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom two days a week for the semester.

Contact Hours (per week): Lecture Hours Lab Hours 3 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)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	Admitted to EPP/Student Teaching Residency I Program; Departmental Approval
Major	MDGE; BSED

MSED 4390: Middle Grades Student Teaching Residency I

I. Rationale for the Course

This course will provide critical coaching, mentoring and support during the Residency I experience. Pre-service teachers are assigned to a middle classroom where they complete two days of student teaching per week for the semester. In addition to fieldwork, group seminar meetings, one-on-one meetings with their assigned faculty site coordinator and 3-way meetings with their site coordinator and mentor teacher, completion of POP Cycles and the Walk-through process provide students support as they gradually begin taking over direct teaching responsibility in their assigned classroom.

II. Course Description

Students complete their first semester of student teaching in an assigned classroom in a local middle school. Fieldwork consists of assisting in student-centered classroom instruction and seminars designed to relate the classroom instructional situation to corresponding instructional theory. Students are in their assigned classroom two full days a week for 15 weeks.

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

III. Course Objectives/Purpose

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

- Demonstrate completion of 75 school/classroom field hours;
- Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in middle school classroom;
- Identify the components of learning environments, classroom interactions and educational activities in which children's diversity and individual differences are respected;
- Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse students in the middle grades.

IV. Possible Materials (Texts and/or Readings)

1. Student Teaching Residency Handbook: <https://drive.google.com/file/d/1vX-Ap-Y-8-roLq6ZVCDpQakhXikVQ3EW/view>
2. Selected Chapters, Journal articles, other publications and readings on websites.
3. Texas Essential Knowledge and Skills (TEKS) for the different grade levels or subject matter. The TEKS can be found in the Texas Education Agency (TEA) website <http://www.tea.state.tx.us/index2.aspx?id=6148>

V. Student Learning Outcomes

Student will:	Assessments
• Demonstrate completion of 75 school/classroom field hours	• Documentation
• Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	• Online Discussions • Walk-throughs • POP Cycles
• Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in middle school classroom;	• Online Discussions • Walk-throughs • POP Cycles
• Identify the components of learning environments, classroom interactions and educational activities in which children's diversity and individual differences are respected;	• Online Discussions • Walk-throughs • POP Cycles
• Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse students in the middle grades	• Walk-throughs • POP Cycles

V. Student Requirements/Assignments

A. POP Cycles

Completion of POP Cycles involves several steps with deadlines. The teacher candidate is expected to complete each step and provide the Site Coordinator with the necessary deliverables (e.g., lesson plan) by the due dates. Teacher Candidates will schedule 2 POP Cycles with the Site Coordinator early in the semester.

A. Pre-Conference

- a. Student will submit lesson plans to Mentor Teachers and Site Coordinators 48 hours prior to the scheduled Pre-Conference.
- b. Prepare necessary documents for the conference:
 1. Lesson plan with aligned state standards
 2. Assessment sample
 3. Student Achievement Chart (SAC) with proficiency levels
 4. Lesson Materials (i.e. texts, manipulatives, links to websites, videos, etc.)
 5. Student Perception Survey (SPS) for POP Cycles 2 – 4 only

B. Observation

- a. TC will implement the lesson with the suggestions made by the MT and SC.
- b. Capture the instructional event using the Swivl app
- c. Upload the video within 24 hours of the observation
- d. Review the lesson and gather evidence for reinforcement and refinement based on domains in the Miner Assessment Tool

C. Post Conference

- a. Within 48 hours of the observation, attend post conference with SC.
- b. Prepare necessary documents for the conference
 1. Student Achievement Chart (SAC)
 2. Student Assessment Samples
 3. Analysis of video – lesson delivery – with reinforcement and refinement areas based on domains in the Miner Assessment Tool.

B. Walk Throughs

In addition to the two formal POP Cycles, four informal observations per semester will be conducted by the Site Coordinator. Walkthroughs are meant to serve as opportunities for reflection and growth as you progress through your Miner Residency experience and well into your teaching career.

- Walkthroughs will not be scheduled, but the Teacher Candidate will be provided a two-week window of when they may expect a 10-15-minute observation by their Site Coordinator.
- Teacher Candidates do not need to prepare for the visit. The Site Coordinator will capture whatever is happening at the time in the classroom and will give the Teacher Candidate feedback and an opportunity to reflect.

- The Site Coordinator will complete the Walkthrough Form and upload it online to make it accessible to the Teacher Candidate. The Teacher Candidate is expected to meet with the Site Coordinator after each walkthrough to receive feedback, coaching, and support.
- The Walkthrough Form will have a Reflection portion for the Teacher Candidate to complete after each of the four observations. The completion and quality of these reflections will be factored into the overall final grade for the course. (Miner Assessment Tool: Domain 4, Criteria 4.2.3: Reflection)

A. Online Discussions

Using the Blackboard platform, you will participate in whole class and small group online Discussions for topics and questions that arise throughout the semester. For each discussion, you are expected to post one initial entry [minimum 300 words] and two feedback responses to classmates [minimum 75 words]

Performance Gates/Final Grade

You are preparing to be a teacher in the middle grades, so you must work at the level and with the integrity you would intend your future students to demonstrate! At the end of your Student Teaching Residency I course, Teacher Candidates are assigned a grade of Satisfactory ‘pass’ or Unsatisfactory ‘fail’. No letter grade is assigned, and this course grade does not impact your overall GPA. In order to pass Student Teaching Residency I, the Teacher Candidate must meet the following criteria:

- All excused and unexcused absences have been made up by the end of the semester.
- By POP Cycle #2, Teacher Candidates must have scored at least a 2 (“Developing”) on each of the Miner Assessment Tool indicators.

□ Teacher Candidates who fail to achieve or maintain ratings in this manner may have the option to complete one additional POP cycle to reach the standard, at the discretion of their Site Coordinator and in collaboration with program leadership.

□ If a Teacher Candidate does not meet this performance standard (“2- Developing” on all indicators), s/he will not advance to the second semester of the Student Teaching Residency Program (i.e. Residency II).

★ Teacher Candidates must also meet the criteria for all other course assignments, including online discussions and Walkthrough reflections to pass this course.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Revised course needed for teacher preparation program, specifically for the newly-required Science in Teaching Reading certification for students in our EC-6 and 4-8 pathways.

All fields below are required

Subject Prefix and # RED 3315

Title (29 characters or fewer): Foundations of Lit and Learn

Dept. Administrative Code : 2786

[CIP Code](#) 30.9999.01

Departmental Approval Required ☐ Yes ☒ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course provides an overview of the integrated aspects of literacy, with an emphasis on foundational concepts, principles, and practices related to literacy development. The course highlights the linguistic underpinnings of emergent literacy, as well as evidence-based approaches to literacy instruction. Special emphasis is placed on literacy with emergent bilingual students (English Language Learners).

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)

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

Restrictions:	
Classification	Core Complete
Major	APLE, IDST, BSED

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RED 3315: Foundations of Literacy and Learning

I. Rationale for the Course

This course focuses on content and pedagogy for Language Arts Instruction in elementary grades. It is designed to provide in-depth exposure to research-based literacy programs; the role of oral language and motivation in promoting reading and writing; and the features of elementary classrooms that support effective literacy instruction in diverse educational settings. This course covers required content for state elementary certification exams, specifically for the English Language Arts/Reading [ELAR] and Science of Teaching Reading [STR] tests.

II. Course Description

This course focuses on literacy instruction to advance elementary students' development in the four language arts [listening, speaking, reading and writing]. It covers the essential components of research-based literacy programs; the role of oral language and motivation in promoting reading and writing; and the features of elementary classrooms that support effective literacy instruction in diverse educational settings. Students will critically evaluate learning theories, theoretical models of reading and principles of teaching reading and writing using a variety of instructional strategies.

Pre-Req: Core Complete

III. Course Objectives/Purpose

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

- Explain major theories and empirical research regarding child development in language/literacy, particularly early oral language development;
- Identify effective strategies for involving families in supporting early reading/writing in young children;
- Outline the development of the components of reading (including: phonological and phonemic awareness; vocabulary, comprehension; fluency and writing) and related instruction strategies to meet the needs of individual students, including English-language learners;
- Discuss the role of oral language and motivation in promoting reading and writing;
- Apply theories and research that support the importance of social interactions/relationships in young children's literacy development and learning;
- Design developmentally appropriate curriculum for culturally and linguistically diverse learners that is aimed at positively impacting children's knowledge, belief, and engagement as literacy learners.

IV. Possible Materials (Texts and/or Readings)

1. Morrow, L. M. (2011). *Literacy development in the early years: Helping children read and write* (8th edition). Boston, MA: Pearson.
2. Selected readings provided electronically on Blackboard or distributed in class
3. TEKS: <http://tea.texas.gov/index2.aspx?id=6148>.
4. Texas Prekindergarten Guidelines
(TPG): <http://www.tea.state.tx.us/index2.aspx?id=2147495508>

V. Student Learning Outcomes

Student will:	Assessments
• Explain major theories and empirical research regarding child development in language/literacy, particularly early oral language development;	• Jigsaw • Lesson Plan Discussions • Group Chapter Facilitations
• Identify effective strategies for involving families in supporting early reading/writing in young children;	• All Course Assignments
• Outline the development of the components of reading (including: phonological and phonemic awareness; vocabulary, comprehension; fluency and writing) and related instruction strategies to meet the needs of individual students, including English-language learners;	• Jigsaw • Lesson Plan Discussions • Group Chapter Facilitations
• Discuss the role of oral language and motivation in promoting reading and writing;	• All Course Assignments
• Apply theories and research that support the importance of social interactions/relationships in young children's literacy development and learning;	• Lesson Plan Discussions • Group Chapter Facilitations • Case Study Portfolio
• Design developmentally appropriate curriculum for culturally and linguistically diverse learners that is aimed at positively impacting children's knowledge, belief, and engagement as literacy learners.	• Lesson Plan Discussions • Group Chapter Facilitations • Case Study Portfolio

English Language Arts and Reading Generalist EC-6

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Standard I.	Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard II.	Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
Standard III.	Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Standard IV.	Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
Standard V.	Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
Standard VI.	Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
Standard VIII.	Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
Standard IX.	Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
Standard X.	Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
Standard XI.	Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
Standard XII.	Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

VI. Student Requirements/Assignments

A. Jigsaw Work

You are responsible for answering the questions for each chapter based on the jigsaw letter you will be assigned in class. Only write up answers that correspond to your assigned jigsaw letter (but be prepared to discuss ALL the chapter questions). You can type or hand-write your answers (but they must be legible) and bring them to class on the day they are due.

B. Lesson Plan Discussions

The Worksheet Dilemma

Step 1: BEFORE reading the article, do an internet search for a worksheet that you feel is essential to teaching a specific English Language Arts content (from the TEKS).

Step 2: Identify the TEKS's content (what the students are expected to *know* or the *noun*), and the skill (what the students are expected to *do* or the *verb*)

Step 3: Post (#1) your worksheet and the TEKS on the Discussion Board

Step 4: Read *The Worksheet Dilemma: Benefits of Play-Based Curricula* found on BB or at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleId=134

Step 5: Pick a peer (who DOES NOT have a response) and create a hands-on activity that addresses the TEKS listed for the worksheet using the 5 E model for lesson planning (template on BB in the assignment folder for this online activity). At the end write a brief (150 words) response to the article (what has changed in your thinking).

Step 6: Post your lesson plan (in the discussion thread, not as an attachment)

Step 7: Respond to your 3 favorite hands-on activities explaining *why* each activity is your favorite, and *what* you think students will learn beyond the TEKS.

Reading without Understanding

Step 1: Read *Is Reading Comprehension a hidden disability?* Found on BB or at <https://www.psychologicalscience.org/news/full-frontal-psychology/is-reading-comprehension-the-hidden-disability.html>

Step 2: Identify and describe why YOU think children have challenges understanding, even when they don't have challenges reciting. You are encouraged to use your own experiences with learning to read or what you have witnessed, what you have read in the text book, in these articles. You should also identify at least one specific challenge as to why comprehension is lacking. Your post should be limited to 500 words or less.

Step 3: Post your submission on the Discussion Board

Create a lesson plan that specifically addresses the identified challenge, using the 5 E model for lesson planning (template on BB in the assignment folder for this online activity). At the end, write a brief (150 words) response to the article (what has changed in your thinking).

Step 5: Post your lesson plan (in the discussion thread, not as an attachment)

Step 6: Respond to your 3 favorite hands-on activities explaining *why* each activity is your favorite, and *what* you think students will learn beyond the TEKS.

Why Kids Can't Write

Step 1: Read *Why Kids Can't Write* Found on BB or at <https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html>

Pick a grade level (prekindergarten through third grade ONLY), and create a lesson plan that specifically addresses the standards (TEKS or PreK Guidelines) for writing (both content and skills) using the 5 E model for lesson planning (template on BB). At the end, write a brief (300-word max) response to the article (what did you have to consider in order to write your lesson plan as a result of the article).

Post your lesson plan (in the discussion thread, not as an attachment).

Step 2: Respond to a peer who you disagree with in their plan to teach writing with a 300 max word response, outlining specifically what you disagree with, and a concrete suggestion of how your peer may do it differently

Respond to a peer who you agree with in their plan to teach writing with a 300 max word response, outlining specifically what you agree with, and a concrete suggestion of how your peer may add to their original idea. Post both responses on BB.

Step 3: Respond to your peers who disagreed with you, by either defending your original position/plan, or by articulating how you will change your lesson.

C. Group Chapter Facilitation

On the second day of class, you will create your groups and your group will submit your first 3 choices for topics on which you will facilitate a hands-on practical application of the concepts you learned in the book. Think about the activities we do in class that facilitate learning through practical applications. You will have a total of 50 minutes to facilitate your lesson.

Step 1: Choose your group and submit your first 3 choices for topics. Your group will be assigned your chapter/topic by the second day of class.

Step 2: Read the chapter associated with your topic

Step 3: Meet with your group to brainstorm interactive teaching ideas. **YOU WILL NOT BE LECTURING, or PRESENTING A POWERPOINT!** Instead, you will plan and create hands-on, interactive, and practical learning experiences that allow your peers to **EXPERIENCE** the concepts presented in the text. Think about the activities we do in class, look online for resources, and remember that learning should be hands-on.

Step 4: Create a Lesson Plan (template on BB) for your concepts that will take no more than 50 minutes total to complete with adults. You are assuming the role of a teacher educator, adding an additional level of “thinking about thinking” that is different from teaching young children. Every member of your group should contribute to creating the lesson plan, and you should write your name next to the portion that you did. Submit your lesson plan on BB one week before your assigned facilitation day.

Step 5: On your assigned day, you will have 50 minutes to facilitate (not present) your lesson plan as you have written it. You will turn in one hardcopy of your lesson plan prior to your facilitation beginning.

Step 6: Following your facilitation, you will briefly (300 words max) identify what worked well during your lesson, and what you feel needs improvement. You will submit this on BB one week after your facilitation.

D. Case Study Portfolio

Your Case Study Portfolio is comprised of 2 main components: 1) Strategies/Activities; and 2) Reflection. Your Strategies/Activities, and Reflection will be submitted in one PowerPoint on Blackboard.

Task 1: You will need to find a young child (8 and younger) that you may practice the strategies/activities with in person throughout the semester. You will want to record your experiences through picture and/or video. Videos and pictures will be used in your submission of this assignment.

Task 2: Throughout the semester you will learn about various topics: a. phonemic awareness, b. vocabulary, c. reading (comprehension and fluency), and d. writing. For each topic, you will need to find or create 2 strategies or activities to teach or foster development in these areas. The total number of strategies has to be 8 (two for each topic A through D).

Task 3: You will implement your strategies or activities with the young child participant, documenting the process through pictures or videos. Once you have completed all 8 strategies/activities, you will put these in a single portfolio submission using PowerPoint. You

will include a photo or video for each activity. Videos should not be longer than 30 seconds; and all photographs and videos must be accompanied with a written explanation.

Task 4: Lastly, you will write a brief reflection paper (that will be submitted in the last slide of your portfolio) addressing what you learned from each strategy/activity. Attention should be paid to what specifically worked and what specifically did not go as planned and what you would do differently. The reflection paper should not exceed more than 500 words.

Your entire portfolio (as a PowerPoint) should be submitted on Blackboard.

COURSE ADD

All fields below are required

College : Education

Department : Teacher Education

Rationale for adding the course:

Course needed for teacher preparation program

All fields below are required

Subject Prefix and # TED 4355

Title (29 characters or fewer): Seminar in Appl Crit Pedagogy

Dept. Administrative Code : 2786

CIP Code 30.9999.01

Departmental Approval Required ☒ Yes ☐ No

Course Level ☒ UG ☐ GR ☐ DR ☐ SP

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

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 (600 characters maximum):

This course focuses on the cultural, structural and institutional dynamics of schooling in multicultural communities. It covers the multiple roles of the 21st century teacher, equity issues in elementary education, and how teachers can utilize the linguistic, cultural and personal resources of children to support meaningful academic growth. Students will explore empowering approaches to teaching as they select, plan, provide and evaluate educational experiences appropriate to the developmental level, sociocultural background, and diverse learning needs of elementary-aged children.

Contact Hours (per week): 3 Lecture Hours Lab Hours 10 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)

Corequisite Course(s):	Equivalent Course(s):
RED 4338	
ELED 4310	
ELED 4380	

Restrictions:	
Classification	Addmitted to EPP/Student Teacing Residency I Program; Departmental Approval

Major	BSED
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TED 4355: Seminar in Applied Critical Pedagogy

I. Rationale for the Course

This course takes an applied approach to critical pedagogy for elementary teaching. It is designed to empower pre-service teachers during their Student Teaching Residency I experience to construct and generate the knowledge necessary for the development of teaching competencies that allow them to embrace their role as social transformative intellectual leaders. The course places specific emphasis on equity issues (class, race & gender) and advancing social justice (related to a teacher's and school's place within the larger socio-political context of the community and the state). It allows pre-service teachers to integrate activities realistic to their students' historical, geographical, cultural, political, and economic backgrounds in order to promote the development of students' critical thinking, creativity, and anti-bias problem solving. Further, this course will provide critical instruction during the Residency I experience in relation to the performance-based assessment (edTA) related to teacher certification.

II. Course Description

This course focuses on the cultural, structural and institutional dynamics of schooling in multicultural communities. It covers the multiple roles of the 21st century teacher, equity issues in elementary education, and how teachers can utilize the linguistic, cultural and personal resources of children to support meaningful academic growth. Students will explore empowering approaches to teaching as they select, plan, provide and evaluate educational experiences appropriate to the developmental level, sociocultural background, and diverse learning needs of elementary-aged children.

This course requires 10 hours in field experience.

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: ELED 4310; RED 4338; ELED 4680

III. Course Objectives/Purpose

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

- Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- Critically analyze and deconstruct hegemonic social structures present in elementary schooling in the U.S.;
- Outline how class, race, and gender are related to learning at school and outside the school;

- Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in the elementary classroom;
- Identify the components of learning environments, classroom interactions and educational activities in which children's diversity, cultural assets and individual differences are respected;
- Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.

IV. Possible Materials (Texts and/or Readings)

1. *TExES PPR*, EC-12 Pedagogy & Professional Responsibilities (ISBN-13: 978-0-7386-0946-1). Beatrice Mendez Newman, Ph.D. Introduction & Chapters 2, 3, 4, 8, 10, 12, 13.
2. Derman-Sparks, L. (1989). *Anti-bias curriculum: Tools for empowering young children; a 1988-1989 comprehensive membership benefit*. Washington, D.C: Nat. Assoc. for the Education of Young Children.
3. Pollock, M. (2008). *Everyday Racism: Getting real about race in school*. New York: The New Press.
4. Ozlem, Sensoy, and Diangelo, Robin. (2017). *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*. 2nd Edition. New York: Teachers College Press
5. Freire, P. (1968) *Pedagogy of the Oppressed* (any edition, eBook, Kindle, PDF, etc.)
6. Selected Chapters, Journal articles, other publications and readings on websites.

V. Student Learning Outcomes

Student will:	Assessments
• Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	• Reading Reflections • Quick Writes/Written Closure Reflections • Learning Experience Unit [LEU] • LEU Commentaries
• Critically analyze and deconstruct hegemonic social structures present in elementary schooling in the U.S.;	• Reading Reflections • Quick Writes/Written Closure Reflections • Diversity Interviews Paper
• Outline how class, race, and gender are related to learning at school and outside the school;	• Quick Writes/Written Closure Reflections • Reading Reflections

• Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in the elementary classroom;	• Reading Reflections • Quick Writes/Written Closure Reflections • Diversity Interview Paper • LEU Commentaries
• Identify the components of learning environments, classroom interactions and educational activities in which children's diversity, cultural assets and individual differences are respected;	• Reading Reflections • Quick Writes/Written Closure Reflections • LEU Commentaries
• Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.	• Learning Experience Unit [LEU] • LEU Commentaries

V. TExES: Texas Examinations of Educator Standards

TExES Standards Incorporation: Class activities and assignments use the best practice methods that support the competencies from the TExES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TExES.

TExES Elementary Professional Development Standards (*Pedagogy and Professional Responsibilities Standards, EC Grade-12*)

* **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Students, Content and Pedagogy, Selection of Instructional Goals and Objectives
Resources, Designing Coherent Instruction, Assessment of Student Learning

* **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Creating an Environment of respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive

* **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Communication, Engaging Students in Learning, Providing Feedback to Students, Demonstrating Flexibility and Responsiveness

* **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Interacting and Communicating with Families, Interacting with Other Educators and Contributing to the School and District, Continuing Professional Development, Legal and Ethical Requirements and the Structure of Education in Texas

To demonstrate the incorporation of standards student will be practicing teaching using a constructivist and a multicultural curriculum designed to provide successful learning experiences for all the children. Through this actual classroom teaching experience, student will be practicing concepts from all four standards listed above with particular emphasis on issues related to their field experiences in schools/communities and critical pedagogy.

VI. Student Requirements/Assignments

A. Reading Reflections

Your reading response should be 500-750 words in length, and should do three main things: (1) summarize the main arguments of the readings for the week; (2) identify common themes/threads across the readings; and (3) make connections between the theme(s) of the reading and in relationship to your own (present or future) teaching practice. You should also include any questions that you thought of while reading.

B. Quick Writes/Written Closure Reflections

A Quick Write is a strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess current thinking. The strategy asks learners to respond in 5–10 minutes to an open-ended question or prompt posed before, during, or after reading or [viewing]. Its purpose is to activate prior knowledge, help make personal connections, promote reflection about key content concepts, encourage critical thinking, organize ideas for better comprehension, and demonstrate understanding of key concepts. You will be writing quick writes on articles, activities and viewings of documentaries presented in class, as well as, closure reflections at the end class. There will be no make-ups for missed Quick Writes/Written Closure Reflections due to non-attendance.

C. Diversity Interviews Paper

You will interview 2 members of an ethnic group of which you are NOT a member. As a class, we will develop interview questions to be asked of the people you selected to be interviewed. Possible interview questions could be those that will ask about participants' perspective of U.S. schooling, their personal experiences in schooling, or of their personal views of students in U.S. schools if they themselves did not attend school here in the U.S. More about these interviews will be discussed in class to ensure that there is consensus and a clear focus of the interview and writing process to that is ethno-sensitive and dignity to those being interviewed.

Final Interviews should follow APA 6th edition to include a cover page, be doubled spaced, 12 fonts, Times New Roman Format and should include the following components: Profile of the Participants; Transcript of Interview; reflective Summary.

D. Learning Experience Unit [LEU] & Presentation

You will create, implement and evaluate a Learning Experience Unit modeled on edTPA. This assignment includes a detailed “know your students” essay, the creation of an anti-biased or multicultural literacy-based learning experience (3-5 consecutive lesson plans that develop an anti-bias/ multicultural theme and address state literacy/TEKS standards appropriate for your assigned grade), teaching and video taping one or more of your designed lessons in your assigned Residency I classroom and reflective analysis of your teaching (via video analysis). A specific edTPA handbook with detailed directions and guidelines will be assigned and a lesson plan template provided. In addition to written documentation submitted, you will also conduct an oral presentation to your classmates summarizing the components of your Learning Experience Unit.

E. Learning Experience Unit [LEU] Commentaries

For each section of your LEU [“Know your students”; each Lesson Plan (separately and as a sequential unit), video analysis of teaching; assessment of student learning] you will provide a 500-750 word commentary that offers justifications, reflections and next step actions related to your work.