

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number _____ or Degree Plan(s) ARTT Art Education

State the requested change and reason. A memo may be attached if more space is necessary.

Change the professional education sequence for these certifications. Rationale and description provided at the end of this document.

Proposed New Modified Professional Education Sequence for All-Levels Certifications:

EDUC 211 Educational Foundations and Multicultural Perspectives

EDUC 221 Educational Psychology

SPED 371 Teaching Students with Special Needs

EDUC 412/432 Secondary Block (Secondary Curriculum and Media & Secondary Management and Methods) or EDUC 411/431 (Elementary Curriculum and Media & Elementary Management and Methods)

EDUC 476 Effective Strategies for English Language Learners

EDUC 490 Student Teaching

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G or G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approval

I = Information

	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)

Signature

Approval date

Signature

Approval date

College Academic Council(s)

Signature

Approval date

Signature

Approval date

Dean(s)

Signature

Approval date

Signature

Approval date

Teacher Education Council

Chair's signature

Approval date

General Education Council

Chair's signature

Approval date

Undergraduate Academic Council

Chair's signature

Approval date

Graduate Council

Chair's signature

Approval date

Provost

Signature

Approval date

Faculty

Chair of faculty senate

Approval date

President

Signature

Approval date

Professional Education Sequence for All-Levels Art, Theater and Music

Standard Professional Education Sequence

EDUC 211 Educational Foundations and Multicultural Perspectives

EDUC 221 Educational Psychology

SPED 371 Teaching Students with Special Needs

READ 322 Content Area Reading

EDUC 412/432 Secondary Block (6 hours)

EDUC 476 Effective Strategies for English Language Learners (Added this year)

EDUC 490 Student Teaching

Current Modified Professional Education Sequence for Music, Theatre and Art

EDUC 211 Educational Foundations and Multicultural Perspectives

EDUC 221 Educational Psychology

SPED 371 Teaching Students with Special Needs

EDUC 413/433 Modified Block (3 hours) – (Subbing READ 322 at this time)

EDUC 490 Student Teaching

Challenges with the modified sequence:

1. When the new sequence was developed, all-levels certifications included P.E. That certification has been appropriately closed. This means that there are very few candidates each year certifying in the all-levels areas. In the last Title I reporting year, there were only two. It is not possible to provide a specific course for the number of students who now need it.
2. We have tried to substitute READ 322 for the modified block. This does not work as students in this course do not complete a field component and it does not include the program benchmark processes that all candidates must complete.
3. All-levels candidates continue to be out of the loop and frustrated. We are meeting with them individually to make sure that they are informed and prepared for program requirements. This is not sustainable.

Relevant state and national issues:

1. In the last five years state and national reporting and accountability structures have dramatically increased. This includes the specific areas of special needs, technology, ESL, field experience and classroom management.
2. The Teacher Education Department achieved national accreditation in the spring of 2012. This brings the need to include all teacher candidates in the full professional education program. Some of the key courses included in the accreditation processes are not included in the modified sequence.
3. The State of Texas has passed law that mandates and measures the preparation of all teacher candidates in the areas of special education, ESL, technology and classroom management.

ESL Requirement – additional relevant information:

The State of Texas has recently passed legislation outlining standards for and accountability processes in educator preparation. A specific area of focus in this legislation is the preparation of teachers to effectively meet the needs of English language learners (ELLs). The US Department of Education reported an increase in ELLs enrolled in Pre-K through 12 schools from 3.57% in 2000 to 8.45% in 2010. See the following demographic data on ELL enrollment in Texas provided by the Texas Education Agency:

- 817,165 ELL students in Texas
- 456,051 enrolled in bilingual education

- 310,812 enrolled in English as a Second Language

Source: PEIMS Data Spring 2010

- There are over 120 different home languages represented in Texas schools. 91% of ELL students speak Spanish.

Educator preparation programs are required to prepare teacher candidates to serve this population and the state has established the following accountability structures to evaluate programs in this area:

1. TExES certification exams have been revised to include the English Language Proficiency Standards -- the state standards for addressing the needs of ELLs.
2. All candidates for certification must complete an online survey with the Texas Education Agency as part of the certification process. In this survey, candidates evaluate their preparation program. There is a section of questions specifically addressing their preparedness in this area. Data from the most recent report indicate that this is an area of needed attention in our program.
3. At the end of the first year of teaching, principals evaluate a teacher's preparation through a state administered survey. Again, there is a specific section of questions addressing the beginning teacher's level of preparedness for serving ELLs.

In addition to accountability structures, we believe that preparing candidates to serve ELLs will enhance the program. This will make them more competitive as they move into the job market. They will be better prepared to meet the needs of the students in their classrooms. In addition, this preparation can open doors for teaching in international contexts so this is also consistent with the universities missional and global perspective.

The above stated challenges make it necessary to revisit the professional education sequence of our all-levels teacher candidates. Because EDUC 211 has been approved for the Cultural Awareness requirement, we are able to do this without increasing the hours of the degrees. In addition, these changes are the result of external accrediting bodies. In addition, these degrees are essentially a major and a minor combined. Students elect to pursue accreditation. We have embedded the minor within the degree to provide clarity.