

Approval Chart for Curriculum Changes

A = Approve

I= Information Item¹

R= Advise & Respond²

Course Number _____

or Degree Plan(s) _____

New Middle School Degree

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

New degree proposal

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

				COUNCIL ³						
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	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.	Course term(s)	A	I	A			I		I	I
4.	Content (substantive change)	A	A	A			I		A	A
5.	Number of hours (lecture, lab, contact)	A	A	A			A		A	A
6.	Course number within the hundred	A	A	I			I		I	I
7.	Course number beyond the hundred	A	A	A			A		A	A
8.	Prerequisites	A	A	A			I		I	I
9.	Course fee(s)	A	--	A			--		A	I
10.	From U to G <i>or</i> G to U	A	A	A			A		A	A
11.	Cross list with another department: U or G level	A	A	A			A		A	A
12.	Department of record	A	A	A			A		A	A
13.	Open or close a course	A	A	A			A		A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A			A		A	A

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.

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		COUNCIL ³							Board of Trustees	President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A									
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A									
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A									
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A									
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A									
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A									
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A									I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A									I
9.	Major – Discontinue (proposed by the Provost)	See below.																		
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A									--
11.	Minor — Revise course selection	A	A	A	I				I	--	I									--
12.	Minor — Add	A	A	A	A				A	--	A									--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A									--
14.	Minor – Discontinue (proposed by the Provost)	See below.																		
15.	Degree — Add	A	A	A	A				A	A	A									I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A									I
17.	Degree – Discontinue (proposed by the Provost)	See below.																		
18.	Any change to a graduate degree program	A	A	A	A				A	--	A									--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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		COUNCIL ³								
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	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

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ 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.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, 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.

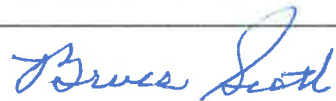
⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

	Department/School Chair(s)
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

	College Academic Council(s)
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

	Dean(s)
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

	Teacher Education Council
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Middle School Degree Revision

The Teacher Education Department and the Teacher Education Council propose closing the current degrees for middle school certification and establishing new degrees for middle school certification in social studies, mathematics, English language arts and science.

Some history is important to understand the current structure of these degree plans and the nature of this proposal. We began offering degrees in Middle School Education in 2001. The current degrees for Middle School were offered beginning in 2014. Between 2001 and 2014, the Middle School Certification Program at ACU, was revised in various ways. At the beginning, all degrees were advised through Teacher Education. Later, the Mathematics Department chose to move the Middle School Math degree into their department.

The current degrees were developed to address a conflict between federal policy outlined in No Child Left Behind (NCLB) and Texas Education Agency (TEA) certification structure. NCLB policy related to a teacher's required "highly qualified status" limited the employability of these teacher candidates. Without generalist certification, they could not teach below 6th grade even though their certification included 4th and 5th grades. In response, we developed the current degrees that include adequate coursework to prepare the candidates to add the EC-6 credential to their 4-8 credential. Obviously, this was not ideal and was even a curriculum compromise for us in both professional education and content-field preparation.

Because these degrees included the EC-6 coursework, they were all designated as majors within Teacher Education. We were not able to develop a degree in middle school science and have provided that pathway through the CIND option. The EC-6 coursework combined with the content preparation for middle school made these degrees very inflexible and, in the case of Social Studies and English Language Arts, the degrees exceeded the 128-hour limit.

The NCLB policy is no longer in effect. These candidates do not have a desire to teach in early grades and they can now teach the breadth of their credential without the Generalist (now Core Subjects) requirement. We propose developing one Middle School degree with four content tracks. This will allow students to complete the degree with fewer hours in professional education (elementary education courses not relevant to their desired certification). This will provide space in the degree for additional hours in the content field and more electives. This new middle school certification pathway will be housed and advised in the Department of Teacher Education.

We consulted our partners in the various content fields in the development of these degrees. They have collaboratively developed and approved the proposed course sequences and are in support of approving these degrees. In addition, the Teacher Education Council unanimously approved this proposal. While this is a proposal for a new degree, this proposal can also be conceptualized as the most recent iteration of an already existing program.

Proposal #1: Close existing Middle School Degrees: (Recall that prior to 2014 we had four degrees in middle school including middle school science.)

- Middle School Education with EC-6 and 4-8 Language Arts, BS (MSLA)
- Middle School Education with EC-6 and 4-8 Mathematics, BS (MSMA)
- Middle School Education with EC-6 and 4-8 Social Studies, BS (MSSS)

Proposal #2: Create one new Middle School Degree with four tracks: English Language Arts, Science, Mathematics, and Social Studies. These degrees are similar to degrees offered prior to 2014 but with increased depth in content-field preparation.

Proposed Middle School Degree Plan with four Tracks

Professional Education Sequence for New MS degree: (21 hours)

- EDUC 211 – Educational Foundations and Multicultural Perspectives*
- EDUC 221 – Educational Psychology*
- EDUC 335 – Teaching in the Middle School
- SPED 371 – Teaching Students with Special Needs
- READ 322 – Reading in Secondary Content Areas
- EDUC 476 – Effective Teaching Strategies for English Language Learners*
- EDUC 412 – Secondary Curriculum and Media
- EDUC 432 – Secondary Management and Methods (Writing Intensive and Capstone)
- EDUC 490 – Clinical Teaching (6 hours)

*Hours may also fulfill university requirements and are not included in total major hours

Language Arts Track: (39 hours)

- EDUC 250 – Literature for Children
- READ 363 – Foundations of Reading
- READ 460 – Reading Assessment and Instruction
- READ 464 – Reading-Writing Connection
- ENGL 221 – Major British Writers I or ENGL 222 – Major British Writers II*
- ENGL 231 – World Literature I or ENGL 232 – World Literature II
- ENGL 262 – Amer. Lit. Before 1900 or ENGL 263 – Amer. Lit. After 1900
- ENGL 301 – Introduction to the Major
- ENGL 325 – Advanced Composition
- ENGL 330 – Advanced English Grammar
- ENGL 351 – Literature for Young Adults
- ENGL 459 – English for Secondary Teachers
- Choose two of the following: (6 hours)
 - ENGL 483 – Shakespeare
 - ENGL 470 – Multicultural Literature
 - ENGL 464 – American Novel
 - ENGL 378 – Poetry
 - ENGL 323 – Poetry Workshop
 - ENGL 322 – Fiction Workshop
 - ENGL 376 – Fiction
 - ENGL 446 – Topics in American Literature
 - ENGL 447 – Topics in General Literature

*Hours may also fulfill university requirements and are not included in total major hours

Mathematics Track: (34 hours)

- MATH 123 – Elementary Statistics*
- MATH 124 – Precalculus II
- MATH 185 – Calculus I
- MATH 186 – Calculus II

- MATH 227 – Discrete Mathematics
- MATH 237 – Number and Operations
- MATH 238 – Geometry and Measurement
- MATH 309 – Algebraic Concepts for Teachers I
- MATH 311 – Geometric Concepts for Teachers I
- MATH 410 – Algebraic Concepts for Teachers II
- MATH 412 – Geometric Concepts for Teachers II
- EDUC 370 – Teaching Math in Elementary Grades 3-6
- MATH 418 – Professional Development Experience in Mathematics (1 hour)

*Hours may also fulfill university requirements and are not included in total major hours

Social Studies Track: (39 hours)

- EDUC 331 – Teaching Social Studies in Pre-K-Grade 8
- ECON 260 – Principles of Macroeconomics or ECON 261 – Principles of Microeconomics
- GEOG 235 – World Geography
- Choose one of the following: (3 hours)
 - GEOG 354 – Cultural Geography
 - GLST 120 – Introduction to Global Issues
 - GLST 212 – Introduction to Great Britain
 - GLST 214 – Global Studies: People and Culture or Germany
 - GLES 217 – South America Southern Cone: History and Culture
- HIST 117 – Civilization I*
- HIST 118 – Civilization II or HIST 131 World History Cultures and Connections since 1400
- HIST 221 – American History I
- HIST 222 – American History II
- HIST 280 – Texas History
- Choose one of the following: (3 hours)
 - POLS 221 – Government and Business
 - HIST 405 – Coming of Age: The United States in the Twentieth Century
 - HIST 402 – Nation Building US Antebellum Era
 - HIST 404 – The Gilded Age/Progressive Era in the United States
- POLS 226 – States and Federal Systems or POLS 225 National Government
- HIST 353 – Historical Methods
- Choose one of the following: (3 hours)
 - HIST 483 – Legacies of Conquest: Empire and Growth of the American West
 - HIST 484 – A Clash of Cultures: The Civil War in Nineteenth Century America
 - HIST 455 Social and Ethnic History
- Choose one from the following (3 hours):
 - POLS 357 West European Politics
 - POLS 358 CIS and East European Politics
 - POLS 360 Politics of Developing Countries
 - POLS 361 Politics of the Middle East
 - HIST 436 Africa in Global Context
 - HIST 414 Islam and the West
 - HIST 479 Revolutions: Latin America, 1810 to Present
 - HIST 490 The Cosmic Race: A History of Mexico

*Hours may also fulfill university requirements and are not included in total major hours

Science Track: (38 hours)

- MATH 124 – Precalculus II*
- EDUC 370 – Teaching Math in Elementary Grades 3-6
- BIOL 112 – General Biology I*
- BIOL 114 – General Biology I Laboratory
- BIOL 113 – General Biology II
- BIOL 115 – General Biology II Laboratory
- PHYS 203 – Physical Science for Teachers*
- PHYS 240 – Physical Science for Teachers Lab
- BIOL 362 Ecology
- BIOL 364 Ecology Lab
- BIOL 351 Genetics
- CHEM 203 – General Science for Teachers for Teachers
- CHEM 111 – Introductory Chemistry Lab
- CHEM 112 – Introductory Organic and Biological Chemistry Lab
- CHEM 113 – Introductory Chemistry
- CHEM 114 -- Introductory Organic and Biological Chemistry
- PHYS 101 -- Astronomy
- PHYS 110 – General Physics I
- PHYS 111 – General Physics I Laboratory
- CHEM, BIOL or PHYS 401 Secondary Science Teaching Methods

*Hours may also fulfill university requirements and are not included in total major hours

Electives:

- **Language Arts Track: 12 hours**
- **Mathematics Track: 11-14 hours (depends on prerequisite for MATH 123)**
- **Social Studies Track: 12 hours**
- **Science Track: 10-13 hours (depends on prerequisite for MATH 123)**

Language Arts

On Thu, Feb 22, 2018 at 1:46 PM, Mikee Delony <mxd06b@acu.edu> wrote:

Looks very good to me also.

m

On Thu, Feb 22, 2018 at 1:37 PM, Jeanine B. Varner <jbv07a@acu.edu> wrote:

I think this looks very good. Your thoughts, Mikee?

On Thu, Feb 22, 2018 at 1:34 PM Dana Pemberton <dlp94a@acu.edu> wrote:

Okay, here is my shot at this. I have many reasons for including the choices I have in the final menu. The students need to be readers -- deep readers. I also wanted to include in the menu some writing workshop options. I would like for them to experience the peer critique process themselves so that they can provide that in the classroom. Perhaps they get that from James, but I wanted that to be an option as well. I tried to choose upper level lit courses that connected with the kids of literature they might teach. If the two of you can support this, I will move it forward. This leaves them with 9 hours of electives in the degree in addition to the protected elective in the core. Actually, it is 12 hours of electives because another EDUC can count for the 3 hour university requirement. Thoughts?

Language Arts Track: (42 hours – 3 hours count in core)

- EDUC 250 – Literature for Children
- READ 363 – Foundations of Reading
- READ 460 – Reading Assessment and Instruction
- READ 464 – Reading-Writing Connection
- ENGL 221 – Major British Writers I or ENGL 222 – Major British Writers II*
- ENGL 231 – World Literature I or ENGL 232 World Literature II
- ENGL 262 – American Literature Before 1900 or ENGL 263 – American Literature After 1900
- ENGL 301 – Introduction to the Major
- ENGL 325 – Advanced Composition
- ENGL 330 – Advanced English Grammar
- ENGL 351 – Literature for Young Adults
- ENGL 459 – English for Secondary Teachers
- Choose two of the following: (6 hours)
 - ENGL 483 – Shakespeare
 - ENGL 470 – Multicultural Literature
 - ENGL 464 – American Novel
 - ENGL 378 – Poetry
 - ENGL 323 – Poetry Workshop
 - ENGL 322 – Fiction Workshop
 - ENGL 376 – Fiction

Language Arts

- ENGL 446 – Topics in American Literature
- ENGL 447 – Topics in General Literature

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On Thu, Feb 22, 2018 at 12:53 PM, Dana Pemberton <dlp94a@acu.edu> wrote:

Sorry for the multiple emails. I just ran the numbers and if we make the sophomore British Lit I and II a choice -- not requiring both -- we could add two upper level courses to the sequence. Perhaps a menu and they choose 2? Thoughts?

Dana

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On Thu, Feb 22, 2018 at 12:50 PM, Dana Pemberton <dlp94a@acu.edu> wrote:

Mikee,

One more question. You mentioned more upper level literature -- especially Shakespeare. What other choices might you include? I was thinking about Poetry as a choice. I wouldn't want to require it because it is not offered with enough frequency, but they do struggle in that area. Are there a couple of other choices that would make sense in that menu?

Dana

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On Thu, Feb 22, 2018 at 12:37 PM, Dana Pemberton <dlp94a@acu.edu> wrote:

Thanks, Mikee! This is really helpful. I am going back to the drawing board and will send a revised sequence in just a bit. I really appreciate your help!!

Dana

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On Thu, Feb 22, 2018 at 12:32 PM, Mikee Delony <mxd06b@acu.edu> wrote:

Language Arts

Here's the ENGL 301 Course Application. I don't have a copy of the final approval, but this will give you an idea of what it covers.

On Wed, Feb 21, 2018 at 11:16 AM, Dana Pemberton <dlp94a@acu.edu> wrote:
Mikee,

We are hoping to get a new middle school degree with four tracks passed this semester so that it can be in next year's catalog. Jeanine suggested that you could look at the course sequence. I have attached a document below. Can you look particularly at the English courses. Give me your thoughts.

They choices made sense in my head with the descriptions in the catalog. I considered the state curriculum for this age as I made choices. I also hear my sister's voice in my head. She is a high school English teacher and bemoans the lack of rigor and depth in their middle school ELS curriculum.

Can you review this proposed sequence and let me know what you think? These students need robust prep for the 4th and 5th grade level and also for the 7th and 8th grade level. Also, some will teach Pre-AP in 8th grade. And it has to flexible enough so that they can get it all done.

Dana

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--
Mikee Delony, PhD
Department of Language and Literature
Associate Professor
Culp Distinguished Professor of English 2014-17
Sponsor- Alpha Chi National Honor Society
Abilene Christian University
Box 28252
Abilene, TX 79699

--
Dr. Jeanine Varner
Professor, Department of Language and Literature

Social Studies

On Feb 21, 2018, at 4:13 PM, Dana Pemberton <dlp94a@acu.edu> wrote:

Thanks for all the help.

Dana

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On Wed, Feb 21, 2018 at 4:03 PM, Ron Morgan <rxm03c@acu.edu> wrote:

Tracy said OK to adding HIST 353 to the new degree plan. So I agree to the degree plan, with the little tweaks I suggested today. That is, these two comments in red.

I was just looking at courses with global perspectives. I'll take 120 out. The main objective of the menu was to encourage study abroad without a need to do a sub or waiver process. They (whoever "they" are) really don't like us to do many of this.

let's leave in GLST 120. That's a good course for students; might as well allow one more option.

3) With this part of the menu, I'm not sure how it will work. We don't offer 405 more than every other year, or so I recall. I'm not sure how often Neal and co. offers POLS 221. If they offer it pretty often, then this change should be okay. But why remove POLS 225? Why not make this part of the menu broad enough to include the three courses, 225 + the two you have added? Or is your proposal based on some data about content on the state exams?

- POLS 221 – Government and Business or HIST 405
Coming of Age: The United States in the Twentieth
Century HIST 402, 404

Why don't we add HIST 402 and 404, which deal with national construction at earlier stages of US history.

The TEKS have standards about how our economic system, government and culture interact. I'll look at frequency of the POLS course or think about Macro economics in this menu. I liked the course descriptions of the two courses I added but can see need for greater flexibility. Whatever I do, I'll build in more flexibility there. Any other History courses that address that topic?

On Feb 21, 2018, at 1:30 PM, Ron Morgan <rxm03c@acu.edu> wrote:

okay, I'll email Tracy re. 353 (Methods).

On Feb 21, 2018, at 1:19 PM, Dana Pemberton <dlp94a@acu.edu> wrote:

Grades 4-8

Sent from my iPhone

On Feb 21, 2018, at 1:15 PM, Ron Morgan <rxm03c@acu.edu> wrote:

And I'll email Tracy about Methods. By the way, remind me what this menu is for. "Middle School" will now be what grades? 5-8, 6-8th?

On Feb 21, 2018, at 1:14 PM, Ron Morgan <rxm03c@acu.edu> wrote:

my replies in red.

On Feb 21, 2018, at 1:07 PM, Dana Pemberton <dlp94a@acu.edu> wrote:

Sent from my iPhone

Social Studies

On Feb 21, 2018, at 12:09 PM, Ron Morgan <rxm03c@acu.edu> wrote:

okay, I looked it over. A few things struck me.
1) at the end of the menu, I like that students have more HIST options; in the former POLS and HIST 300-499 menus, they can choose HIST courses. Good.

Got it!

2) For GEOG 354, you offer various GLST courses, which you and I discussed. (We had talked about the study abroad courses, but I see you added GLST 120. Is that based on experience? Have some students arrived to you having taken that course?)

I was just looking at courses with global perspectives. I'll take 120 out. The main objective of the menu was to encourage study abroad without a need to do a sub or waiver process. They (whoever "they" are) really don't like us to do many of this.

let's leave in GLST 120. That's a good course for students; might as well allow one more option.

3) With this part of the menu, I'm not sure how it will work. We don't offer 405 more than every other year, or so I recall. I'm not sure how often Neal and co. offers POLS 221. If they offer it pretty often, then this change should be okay. But why remove POLS 225? Why not make this part of the menu broad enough to include the three courses, 225 + the two you have added? Or is your proposal based on some data about content on the state exams?

- POLS 221 – Government and Business or HIST 405 Coming of Age: The United States in the Twentieth Century HIST 402, 404

Why don't we add HIST 402 and 404, which deal with national construction at earlier stages of US history.

The TEKS have standards about how our economic system, government and culture interact. I'll look at frequency of the POLS course or think about Macro economics in this menu. I liked the course descriptions of the two courses I added but can see need for greater flexibility. Whatever I do, I'll build in more flexibility there. Any other History courses that address that topic?

Since this is Allan's area of oversight in our dept., I think I'll want to show it to him so he can help me discern any concerns.

If possible, I would prefer to work with you. I can review the TEKS and know what is needed.

What will the approval process be once I say "okay" to these changes? Will it still have to be passed by that council that stayed longer with you yesterday? If so, I feel okay about you and I working on this together; Allan would still be on the council that looks over and approves the changes?
Ron

Thanks.

RM

On Feb 21, 2018, at 11:58 AM, Dana Pemberton <dlp94a@acu.edu> wrote:

I highlighted and summarized areas of change. Let me know if it makes sense.

Dana

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On Wed, Feb 21, 2018 at 11:45 AM, Ron Morgan <rxm03c@acu.edu> wrote:

Can you attach a copy of what we are comparing your proposal to? How is the new file proposing to change what was before?

Social Studies

On Feb 21, 2018, at 11:43 AM,
Dana Pemberton
<dlp94a@acu.edu> wrote:

It represents that I didn't realize I
attached the same document
twice. Oops!

Sorry about that!

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On Wed, Feb 21, 2018 at 11:38
AM, Ron
Morgan <rxm03c@acu.edu> wrote:

D, can you clarify what the two
files represent? They have
identical file names and similar
headings when I opened them.
Is one the old one, the other a
proposed new sequence?
I need to ask Tracy about how
numbers are running for
Methods.

> On Feb 21, 2018, at 11:25 AM,
Dana Pemberton
<dlp94a@acu.edu> wrote:

>

> Ron,

>

> I spent some time this morning
looking again at the Social
Studies Texas Essential
Knowledge and Skills. I played
around a bit with the middle
school social studies sequence.
Let me know what you think?
One thing I added is the
Historical Methods course. Likely
we are looking at very limited
numbers, probably no more than
one or two a year -- if that. I
know you try to keep that class
at an appropriate size. Can you
support that addition?

>

> In the menus, the groupings
made sense to me. I tried to add
more higher level courses and
focus on critical thought and
culture. In addition, I tried to
maintain enough flexibility for
advising and completion.

>

> Thoughts?

>

> Dana

>

>

> Dana Kenamer Pemberton,
Ph.D.

> Professor and Chair of
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> Abilene Christian University
> Abilene, TX 79699

> (325) 674-2112

> <Middle School Social
Studies.docx><Middle School
Social Studies.docx>

Science - Physics

----- Forwarded message -----

From: **Jess Dowdy** <jtd10a@acu.edu>
Date: Tue, Feb 20, 2018 at 4:45 PM
Subject: Re: Middle school science track
To: Dana Pemberton <dlp94a@acu.edu>

Yes, I can support the plan.

Don't get me wrong, I would love to have 1000 students preparing to teach middle school science this way...think how much further high school science could go...and college...and science in general...

On Tue, Feb 20, 2018 at 4:26 PM, Dana Pemberton <dlp94a@acu.edu> wrote:

I actually had a presidential scholar at the visit yesterday who want middle school science. Now, that might not happen a lot, but she made me happy!! 

I'll take your advise on Astronomy and math. I think you see the big picture more.

So if we go with the original sequence, could you support the degree?

Sent from my iPhone

On Feb 20, 2018, at 4:02 PM, Jess Dowdy <jtd10a@acu.edu> wrote:

Dana:

We teach 401 jointly, so it will not matter. I would suggest just an "or" here.

Personally, while I think this entire plan is wonderful, the number of students it draws in may be limited to none. This is basically the first couple years of the pre-med plan. None of the other classes need calculus as prerequisites, so I am skeptical on requiring a math that is not a prerequisites for the others (I have not fully researched all of the prerequisites at this point though so I could be wrong.) Larry is not an ordinary person when it comes to academic training so his perspective may be skewed somewhat. What he thinks is easy, might take others years to understand.

Your proposed curriculum is already quite stiff for a junior-high/middle-school teacher. I would err on keeping astronomy. It really is a class that can easily incite interest in future science teachers. Yes, its aim is lower level, but one can get a lot out of this class, especially in the area of spiritual integration of faith with science. You need some science to start with at the freshmen level is my thoughts.

Calculus can be substituted for a lower level math. I would handle the better student this way by saying 124 or higher.

I personally am fearful of anyone even doing this plan. But, I can be, and usually am, wrong.

Jess

On Tue, Feb 20, 2018 at 3:18 PM, Dana Pemberton <dlp94a@acu.edu> wrote:

Jess,

Larry suggested requiring MATH 185 for the MS Science track. My first draft indicated MATH 124.

He also wondered if we need the astronomy. He said it is taught at a low level. Do you think that the astronomy in PHYS 203 is adequate with all their other science courses? I have included below the revised course sequence for science. Let me know what you think.

Dana

- MATH 185 – Calculus I (prerequisite of MATH 124 or satisfactory score of the math placement test.)
- EDUC 370 – Teaching Math in Elementary Grades 3-6
- BIOL 112 – General Biology I
- BIOL 114 – General Biology I Laboratory
- BIOL 113 – General Biology II
- BIOL 115 – General Biology II Laboratory
- BIOL 221 –Animal Biology
- BIOL 223 – Animal Biology Laboratory
- BIOL 222 – Plant Biology
- BIOL 224 – Plant Biology Laboratory
- PHYS 203 – Physical Science for Teachers
- CHEM 203 – Chemistry for Teachers
- CHEM 133 – General Chemistry
- CHEM 131 – General Chemistry Laboratory
- PHYS 110 – General Physics I
- PHYS 111 – General Physics I Laboratory
- CHEM, BIOL or PHYS 401 Secondary Science Teaching Methods or Astronomy – Which do you think is best?

Dana Kennamer Pemberton, Ph.D.
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Dr. Jess T. Dowdy
Professor of Engineering and Physics, Abilene Christian University
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(325)674-2165

I was just looking at the TEKS and the Ecology really makes sense. And there are also standards related to genetics -- not surprising.

Dana

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On Tue, Feb 20, 2018 at 4:31 PM, Jennifer Huddleston <jrh11a@acu.edu> wrote:

Dana,

After your meeting today, Tom and I discussed the new middle school degree plan, and we came up with a couple of alternatives to what you had previously listed. I also ran this by Patricia who is also in agreement. I have attached an edited PDF, but am also duplicating the information in this email.

We are in the process of having major Biology curriculum changes go through councils. Hopefully, these can be approved and put into effect in the next catalog. If these are approved, we will no longer offer BIOL 221 Animal Biology, BIOL 223 Animal Biology Laboratory, BIOL 222 Plant Biology, and BIOL 224 Plant Biology Laboratory. These will be reworked as senior level, writing intensive BIOL 487 Comparative Zoology and BIOL 486 Comparative Botany. Instead of these courses, we suggest BIOL 362 Ecology, BIOL 364 Ecology Lab, and BIOL 351 Genetics. We believe these courses are foundational for the understanding of all Biology.

I will be in touch later this week about the other tracks that we previously discussed. Please let me know if you have any questions or concerns.

Dr. Jennifer R. Huddleston

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Science - Chemistry

----- Forwarded message -----

From: **Dana Pemberton** <dlp94a@acu.edu>

Date: Fri, Mar 2, 2018 at 8:03 PM

Subject: Re: Middle school

To: Kim Pamplin <pamplink@acu.edu>

Thanks, Kim!

Sent from my iPhone

On Mar 2, 2018, at 5:45 PM, Kim Pamplin <pamplink@acu.edu> wrote:

Ok, I heard from our instructor. I recommend CHEM 111-114 (both semesters) for MS science teachers.

Kim

On Mar 2, 2018, at 10:58 AM, Dana Pemberton <dlp94a@acu.edu> wrote:

Thank you so much. I will wait to hear from you to determine if there is a strong reason to keep both in the sequence.

On Friday, March 2, 2018, Kim Pamplin <pamplink@acu.edu> wrote:

Dana,

I have sent the attached document to the instructor who taught 113 last semester. I highlighted portions of the MS science TEKS that I think are addressed by 113. We can proceed with my opinion if you like. His opinion would be a little more valuable, because while I teach the lab for that course, I have not taught the lecture. I'll let you know as soon as he responds, hopefully this afternoon.

The content of organic chemistry portion of 114 is less directly addressed in MS science, but the dominant life science component probably makes the biochemistry component of 114 relevant, so I still think those two courses would be valuable for MS science teachers.

Kim

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mathematics

----- Forwarded message -----

From: **David Hendricks** <hendricksd@acu.edu>
Date: Tue, Apr 3, 2018 at 8:28 PM
Subject: Re: Urgent: Math Middle School Degree plan
To: Dana Pemberton <dlp94a@acu.edu>
Cc: Phyllis Bolin <phyllis.bolin@acu.edu>

We strongly support the math content sequence.

David

Dr. David Hendricks
Associate Professor and Chair
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145 McKinzie Hall | ACU Box 28012 | Abilene, Texas 79699-8012
Tel: 325-674-2007

On Tue, Apr 3, 2018 at 8:10 PM, Dana Pemberton <dlp94a@acu.edu> wrote:
Good evening colleagues!

Susan Lewis has asked specific confirmation from departments for the content field sequence of the new middle school degree plan. I have attached it for your reference. Can you affirm that you support the math content sequence?

Dana

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Dana Pemberton <dlp94a@acu.edu>

Tue, Apr 3, 2018 at 9:04 PM

To: Phyllis Bolin <phyllis.bolin@acu.edu>, Karen Witemeyer <kmw03d@acu.edu>, Susan Teel <skt90a@acu.edu>

Another affirmation from math with a typo noted about MATH 311. That will need to be fixed.

Thank you for catching that, Phyllis.

Dana

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----- Forwarded message -----

From: **Phyllis Bolin** <pab05b@acu.edu>
Date: Tue, Apr 3, 2018 at 9:02 PM
Subject: Re: Urgent: Math Middle School Degree plan
To: David Hendricks <hendricksd@acu.edu>, dlp94a@acu.edu
Cc: Phyllis Bolin <phyllis.bolin@acu.edu>

I strongly support the Mathematics sequence. Please note there is an error in the listing of the mathematics courses. MATH 311 is Geometric Concepts I, not II.
Thanks.

Dr. Phyllis Bolin
Associate Prof of Mathematics
Abilene Christian University
Sent from my iPhone