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Recommend for Approval CST 1/24/25

Approved NRM 1/24/25

To: Dr. Scott Tollison
Provost and Vice-President for Academic Affairs

From: Bob Sample, Ph.D.
Chair, Undergraduate Curriculum Council

Date: 22 December 2024

Re: UCC Curricular Recommendations

On December 6th, 2024, the Undergraduate Curriculum Council met and reviewed proposals submitted by the School of Education and the College of Arts and Science. The UCC took the following actions:

School of Education

1. **Modifying an Existing Course – ED 204 – Principles of Early Childhood Learning**
   Description: This introductory course covers the principles of early childhood education (birth to age 8), exploring contemporary approaches, historical contexts, and theoretical foundations. Students will learn about physical, social, and cognitive development, and apply developmentally
   Rationale: This modification will allow for similar early childhood education courses from community college transfer students to count towards their teacher education degree.
   Outcome: The UCC approved this proposal unanimously.

2. **Modifying an Existing Course – ED 260 – Educational Psychology**
   Description: This course presents an overview of the process of learning. It provides students with skills needed to work with others in an educational setting. It includes coverage of theories of development, assessing and dealing with individual variability, devising objectives, learning theories, motivation, and measurement and evaluation of learning.
   Rationale: This modification will allow for similar courses from community college transfer students to count towards their teacher education degree.
   Outcome: The UCC approved this proposal unanimously.

3. **Modifying an Existing Course – ED 361 – Supporting Infants and Toddlers**
   Description: This course delves into the critical early years of development, focusing on relationship-based approaches from birth to age 3. Topics include the importance of infancy and toddler-hood, understanding and applying developmental theories, and the role of observation. Participants will explore prenatal, emotional, social, cognitive, language, and motor development and create responsive programs addressing quality, health, safety, and nutrition. The course covers the Mississippi Early Learning Standards for Infants and Toddlers. If focuses on designing relationship-based curricula and lesson activities, day-to-day routines, and inclusive practices for children with disabilities. Emphasis is placed on reflective guidance and the professional role in supporting infants and toddlers.
   Rationale: A revision of the course description is required by the Mississippi Department of Education.
   Outcome: The UCC approved this proposal unanimously.

4. **Modifying an Existing Course – ED 362 – Policy and Advocacy**
   Description: This course prepares participants for leadership roles in early childhood education, emphasizing the integration of policy development, advocacy, and effective leadership practices. Topics include analyzing systemic fragmentation and inequality, developing and advocating for impactful policies, and addressing the unique needs of diverse learners. The course covers strategic planning, decision-making, change management, and fostering a positive school culture. Participants will engage with critical theories, utilize data-driven decision-making, and explore strategies supporting teachers' well-being. Emphasis is placed on ethical leadership, community partnerships, reciprocal family partnerships, and integrating the community to drive positive change in early childhood settings.
   Rationale: A revision of the course description is required by the Mississippi Department of Education.
   Outcome: The UCC approved this proposal unanimously.

College of Arts and Sciences:

1. **Creating a New Course – EN 402 – TESL Internship (Department of Languages, Literature, and Philosophy)**
   Description: Students completing requirements for the TESL Certificate may complete an internship with a placement at a qualifying institution approved by both the TESL director and the department chair. The internship is defined as 120 total contact hours with a minimum of 60 contact hours in a classroom setting.
   Rationale: • Creation of a new internship course specifically designed for the TESL Certificate/TESL Endorsement (K-12).
   Outcome: The UCC approved this proposal unanimously.

2. **Modifying an Existing Course – EN 410 – Methods and Materials in Secondary English (Department of Languages, Literature, and Philosophy)**
   Description: Course description proper remains the same. Proposed change is Note: This course does not count toward the English major or minor, except for the English Major with Secondary Education Certification. Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher for Secondary Education Certification.
   Rationale: • Clarifying student requirements for successfully completing the course, as listed with the course description in the Bulletin.
   Outcome: The UCC approved this proposal unanimously.

3. **Modifying an Existing Course – FL 410 – Methods and Materials in Secondary Language (Department of Languages, Literature, and Philosophy)**
   Description: Course description Proper remains the same. Proposed change is Note: Required of all students seeking teacher certification in foreign languages at the secondary level. This course does not count toward the Spanish major or Foreign Languages minor, except for the Spanish Major, Spanish Education K-12 Certification. Course requires 10 hours of field experience, and successful completion of the course requires a final grade of "C" or higher for K-12 Education Certification.
   Rationale: Clarifying student requirements for successfully completing the course. If students know more about the required effort up front, that will enhance chances of success in the end.
   Outcome: The UCC approved this proposal unanimously.

4. **Creating a New Course – MUS 125B – Elective Brass Lessons (Department of Music)**
   Description: Elective brass lessons are for students not majoring or minoring in music. The course meets weekly for one-half hour. (A course fee is required)
   Note: Repeatable.
   Rationale: This course provides an opportunity for students who are not interested in majoring or minoring in music, but would like to study applied brass. Additionally, this course offering will accommodate MSMS students and other dual-enrollment students.
   Outcome: The UCC approved this proposal unanimously.

5. **Creating a New Course – MUS 125C – Elective Music Composition (Department of Music)**
   Description: Elective music composition courses are for students not majoring or minoring in music.
   Meets weekly for one-half hour.
   Note: Repeatable. A fee is required. Meets weekly for one-half hour.
   Rationale: Several students who do not desire to major or minor in music are nonetheless interested in studying music composition vocationally. Some of them are MSMS students, some are W students. This can be opened to additional students pursuing dual-enrollment.
   Outcome: The UCC approved this proposal unanimously.

6. **Creating a New Course – MUS 125W – Elective Woodwind Lessons (Department of Music)**
   Description: Elective woodwind lessons are for students not majoring or minoring in music. The course meets weekly for one-half hour. (A course fee is required.)
   Rationale: This course provides an opportunity for students who are not interested in majoring or minoring in music but would like to study applied woodwinds. Additionally, this course offering will accommodate MSMS students and other dual-enrollment students.
   Outcome: The UCC approved this proposal unanimously.

7. **Modifying a Certificate Program – TESL Certificate (Department of Education)**
   Description: The Certificate in Teaching English as a Second Language (TESL) prepares students to teach English to non-native speakers.
   Rationale: Modification of the existing requirements for the TESL Certificate to add EN 402 TESL Internship and adjust the requirements to allow students to take two out of three requirements: EN 302, EN 305, or EN 402.
   Summary of Changes: Add the new course EN 402 TESL Internship to replace the EN 401 Internship, and include it as one option for students to take two of the following: EN 302 History and Structure, EN 305 Applied Linguistics, or EN 402 TESL Internship. Add a statement that the program is an MDE approved program for the ESL Add-on Endorsement, pending approval by MDE.
   Outcome: The UCC approved this proposal unanimously.

The next UCC meeting will be Friday, February 7th at 1:30 p.m. via Zoom.

Respectfully submitted,

RC Sample, Assoc. Prof. of Microbiology, Chair UCC
Department of Sciences and Mathematics