



UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM

MAJORS WITHOUT EXISTING EMPHASES (SUB-PLANS)

- I. Requested by (College & School/Department):
College of Education; Department of Teaching Learning & Sociocultural Studies

- II. Proposer’s name, title, email and phone number:
Dr. Rebecca Lopez; Assistant Professor of Practice; beckalopez@arizona.edu; 520-904-3951

- III. Degree, major and number of students currently enrolled in the major (include dual majors):
Bachelor of Arts in Education; Early Childhood Education; 60 students currently enrolled in the major

- IV. Total number of students that have completed the major in the past 3 years: 54

- V. Minimum number of units required to complete the major (do not include foundation, general education, general electives or supporting coursework): 70 units

- VI. Name of the proposed emphases:
1st emphasis: Bilingual
2nd emphasis: English as a Second Language

- VII. When is the anticipated semester and year to launch the proposed emphasis? Fall 2024

- VIII. Campus and location offering: Main Campus- Tucson, Arizona

- IX. **Provide a rationale for the proposed new emphases.**

The Early Childhood Education program has seen an increase in desire from students to earn a bilingual endorsement with their teaching certification. There are currently 16 students in the program who wish to earn a bilingual endorsement and around 10 incoming students who wish to earn a bilingual endorsement. The Arizona Department of Education will only honor bilingual endorsements through Institutional Recommendations for certification if it is notated on the official transcript.

X. **Requirements to meet 40% commonality across emphases.**

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Required Supporting Coursework	1. POL 210	0-3
Major (Pre-Major)	1. MATH 302a: Understanding Elementary Mathematics (A) (3)	6



UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM

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	2. MATH 302b: or MATH 302e: Understanding Elementary Mathematics (B) or Understanding Early Childhood Mathematics (3)	
Major Core	<ol style="list-style-type: none"> 1. TLS 301: Child Guidance & Classroom Management Birth-Age 8 (2) 2. TLS 411: Cultural Pluralism for Young Children (3) 3. TLS 320: Early Childhood Foundations Birth-Age 8 (3) 4. TLS 309: Power & Possibilities of Play (3) 5. TLS 375: ECE Inclusion (3) OR SERP 400 (3) 6. TLS 394a: Practicum (1) – repeated twice (2 units total) 7. TLS 303: The Young Child: Birth to Age 8 (3) 8. TLS 312: Early Language Acquisition and Literacy Development (3) 9. TLS 384: Professional Learning Time: Birth to Pre-K (1) 10. TLS 317: Teaching Social Studies in Multicultural Contexts (3) 11. TLS 493d: Student Teaching: Birth-PreK (6) 12. TLS 314: Teaching Science & Health: Preschool & Elementary Grades (3) 13. TLS 316: Teaching Mathematics/Technology for Young Children (3) 14. TLS 319: Language Arts and Literacy Practices for the Young Child (4) 15. TLS 416: Structured English Immersion (3) 16. TLS 328: Science of Reading (3) 17. TLS 321: Creative Arts Birth-Age 8 (1) 18. TLS 403: Reflective Professionalism in Early Childhood Education (2) 19. TLS 357: Using Data to Guide Instruction: Birth-Age 8 (3) 20. TLS 484: Professional Learning Time: Early Childhood K-3 (1) 	55
	Total major core upper division units required	46
	Total major core units required	61

XI. Requirements specific to the proposed emphasis.

<u>Requirement Title/Description</u>	<u>Courses (include prefix, number, title, units)</u>	<u>Minimum units needed to satisfy requirement</u>
Emphasis: English as a Second Language	<ol style="list-style-type: none"> 1. TLS 493d: Student Teaching K-3 (6) (repeated a second time after major core) 2. TLS 481: Children’s Literature (3) 	9



UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM

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Emphasis: Bilingual	1. TLS 493f: Student Teaching in Bilingual Settings (6) 2. TLS 482: Bilingual Children’s Literature (3)	9
	Total emphasis upper division units required	6
	Total major emphasis units required*	9

*All emphases offered for this major must have the same minimum number of units required

XII. Program Learning Outcomes

Learning Outcome #1: Students will assess student background and understandings, and design and implement instruction which enables individual learners to leverage their prior knowledge and personal, family, and community experiences in their intellectual and academic development.
Learning Outcome #2: Students will understand and design instructional practices that are developmentally appropriate for young children.
Learning Outcome #3: Students will plan and implement a variety of instructional approaches and strategies, engaging students in the discipline(s), and fostering their understanding, questioning, and analysis of ideas from diverse perspectives while accessing the content.
Learning Outcome- ESL Emphasis: Students will understand and value the role of language and culture in learning and teaching, and respectfully implement a variety of strategies to support English language learners.
Learning Outcome- Bilingual Emphasis: Students will understand and value the role of language and culture in learning and teaching, and respectfully implement a variety of strategies to support students in bilingual or dual language classrooms.

XIII. Emphasis course/faculty information for existing courses.

Course prefix and number	Title	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
TLS 493d	Student Teaching K-3	Spring, every year	Teaching Learning & Sociocultural Studies	Dorea Kleker
TLS 481	Children’s Literature	Fall, every year	Teaching Learning & Sociocultural Studies	Kathy Short
TLS 493f	Student Teaching in Bilingual Settings	Spring, every year	Teaching Learning & Sociocultural Studies	Dorea Kleker, Maura Varley-Gutierrez
TLS 482	Bilingual Children’s Literature	Fall, every year	Teaching Learning & Sociocultural Studies	Kathy Short

XIV. Emphasis course/faculty information for NEW courses.



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No new courses.

XV. Using the table below, list each faculty member who will contribute to the teaching of courses in this emphasis and the teaching FTE they will contribute. Add rows as needed.

Course(s)	Name	Department	Rank	Degree	Faculty/% effort
TLS 493d	Dorea Kleker	Teaching Learning & Sociocultural Studies	Assistant Professor of Practice	Doctor of Philosophy	.33
TLS 481	Kathy Short	Teaching Learning & Sociocultural Studies	Professor Emeritus	Doctor of Philosophy	.25
TLS 493f	Maura Varley-Gutierrez	Teaching Learning & Sociocultural Studies	Assistant Professor of Practice	Doctor of Philosophy	.33
TLS 482	Kathy Short	Teaching Learning & Sociocultural Studies	Professor Emeritus	Doctor of Philosophy	.25

XVI. Special conditions for admission to/declaration of this emphasis – explain in detail the criteria to declare this emphasis, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

The professional admission requirements for the Early Childhood Education program will remain the same as they are currently (see below). The emphasis will be declared upon professional admission in place of the current process of adding professional admits to the ECE student group for tracking purposes. Major GPA of 2.5 is still required to graduate as it is currently.

Admission Requirements

Applicants are required to meet with an academic advisor prior to beginning the application process. In addition, all students are required to have a valid Arizona IVP Fingerprint Clearance Card for professional admission and fieldwork.

Deadlines

Students intending to apply for professional admission to the Early Childhood teacher preparation program to begin in Fall must apply by the 2nd Friday in February.

Hours/Recommendations

Early Childhood Education applicants must have 60 hours of observation in ECE classrooms. Two recommendations are required.

- 30 hours in the Tucson area in public, district schools, grades K-3.
- 30 hours in birth through pre-Kindergarten classrooms, including public and/or private schools, in or out of state.

GPA



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Program applicants are required to demonstrate a strong GPA (minimum 2.5; 3.0 preferred), but all applicants are reviewed holistically and on a case-by-case basis. Demonstrating a strong GPA does not guarantee admission to the program.

Coursework Requirements

- An advising plan must be created and signed with students' College of Education academic advisor prior to the program application, to ensure they are on track for meeting programmatic requirements.
- At minimum, students should have foundation math, freshman composition, and at least second-semester language completed prior to program admission.

Essay(s)

Required Essay Prompt for All Applicants:

- Teaching and learning change lives in many ways. In the College of Education, teacher preparation programs focus on how education changes lives in socially just and equitable ways. In a 500-750 word essay, explain how education has impacted your life and/or community positively and negatively. Then, discuss how your educational experiences will help you to be a socially just teacher.
- * Supplemental Essay: If your grade point average is below the required 2.50 (3.0 preferred; all GPAs considered) and/or you are missing any application requirements, please prepare an essay addressing the circumstances that have affected your GPA/ability to complete all application requirements by the deadline.

XVII. Do you want the emphasis name to appear on the transcript? Yes No

XVIII. Do you want the emphasis name to appear on the diploma? Yes No

XIX. Anticipated semester and year to launch the proposed emphasis: Fall 2024

XX. Number of new faculty hires required to deliver the emphasis: Zero (0)

XXI. Budgetary impact –

Zero budgetary impact – courses already exist.

Decision process for approval will include:

- 1) Efficiency of course offerings
- 2) Course offerings are appropriate and match the expertise of the faculty.
- 3) Evidence of sufficient student demand
- 4) No major conflict with existing programs.



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XXII. Required Signatures

Managing Unit Administrator (print name and title): Dr. Marcy Wood, Department Head,
Teaching, Learning, & Sociocultural Studies

Managing Administrator's Signature: *Marcy B. Wood* Date: Feb. 17, 2024

Managing Unit Administrator (print name and title): _____

Managing Administrator's Signature: _____ Date: _____

Dean/Assistant Dean (print name and title): Dr. Robert Q. Berry III, Dean

Dean's Signature: *Robert Q. Berry III* Date: Feb. 18, 2024

For use by Curricular Affairs:

Committee	Approval date
Academic Programs Subcommittee	
Undergraduate Council	
Undergraduate College Academic Administrators Council	

- Create approval memo
- Send memo to college/dept and acad_org listserv
- Create emphasis code in UAccess, including secondary major emphasis code
- Upload approval memo and proposal documents to UAccess
- Notify acad_org of the plan code creation
- Notify ADVIP team, include proposers

Requirement Title/Description	Current Requirements	Revised Requirements
Required Supporting Coursework	POL 210: U.S. and Arizona Constitution	1. POL 210: U.S. and Arizona Constitution (0-3 units)
Major Core	<p>Math 302A</p> <p>TLS 320</p> <p>SERP 400: Survey of Exceptional Students</p> <p>TLS 303</p> <p>TLS 309</p> <p>TLS 312</p> <p>TLS 314</p> <p>TLS 316</p> <p>TLS 317</p> <p>TLS 319</p> <p>TLS 321</p> <p>TLS 357</p> <p>TLS 384</p> <p>TLS 403</p> <p>TLS 411</p> <p>TLS 416</p> <p>TLS 481</p> <p>TLS 484</p> <p>TLS 394A (2 units)</p> <p>TLS 493D, TLS 493F (12 units)</p>	<p>Pre-major: 2 courses / 6 units</p> <ol style="list-style-type: none"> 1. MATH 302a: Understanding Elementary Mathematics (A) (3) 2. MATH 302b: or MATH 302e: Understanding Elementary Mathematics (B) or Understanding Early Childhood Mathematics (3) <p>Major Core: 18 courses/55 units</p> <ol style="list-style-type: none"> 1. TLS 301: Child Guidance & Classroom Management Birth-Age 8 (2) 2. TLS 411: Cultural Pluralism for Young Children (3) 3. TLS 320: Early Childhood Foundations Birth-Age 8 (3) 4. TLS 309: Power & Possibilities of Play (3) 5. TLS 375: ECE Inclusion (3) OR SERP 400: Survey of Exceptional Students (3) 6. TLS 394a: Practicum (1) – repeated twice (2 units total) 7. TLS 303: The Young Child: Birth to Age 8 (3) 8. TLS 312: Early Language Acquisition and Literacy Development (3) 9. TLS 384: Professional Learning Time: Birth to Pre-K (1) 10. TLS 317: Teaching Social Studies in Multicultural Contexts (3) 11. TLS 493d: Student Teaching: Birth-PreK (6) 12. TLS 314: Teaching Science & Health: Preschool & Elementary Grades (3)

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Total major core upper division units required		46
Total major core units required		61
Emphasis: English as a Second Language		<ul style="list-style-type: none"> 1. TLS 493d: Student Teaching K-3 (6) (repeated a second time after major core) 2. TLS 481: Children's Literature (3)
Total major upper division units required	55	52 (46 UD core + 6 UD emphasis)
Total major units required	67	70 (6 Pre-Major + 55 core +9 emphasis)
Emphasis: Bilingual		<ul style="list-style-type: none"> 1. TLS 493f: Student Teaching in Bilingual Settings (6) 2. TLS 482: Bilingual Children's Literature (3)
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