The University Curriculum Committee recommends approval of the following:

**Changes in Curricula**

**College of Education and Human Development**

**Department of Teaching Learning and Culture**

**B.S. in Interdisciplinary Studies with EC-Grade 4 Certification**

**New Course**

**INST 334. Assessment of English Language Learners. (3-0).**

**Credit 3.** Theoretical and practical aspects of ESL/EFL testing, including formal and informal assessment procedures and instruments, assessments and referral and processes of ESL with special needs, and gifted ESL learners. Prerequisites: INST 322 and 332.

**Course Changes**

**ECHE 332. Planning and Curriculum Development.**

- Prerequisites
  - From: ECHE 244, 321, 331; junior classification
  - To: ECHE 321, 331; junior classification

- Corequisite
  - From: none
  - To: ECHE 342

**Course description**

- From: Addresses the assessment and application of curriculum models used in educational environments designed for young children; reviews state-adopted curriculum materials and their use and enhancement, the Texas Essential Knowledge and skills (TEKS) for grades EC-4.

- To: Field-based course that addresses curriculum development, planning and delivery strategies; examines curriculum from a variety of cultural and philosophical perspectives; explores a range of instructional strategies for enhancing, guiding and stimulating learning, and creating effective learning environments in EC-4 contexts.

**ECFB 420. Science Models in Early Childhood Education.**

- Prerequisites
  - From: ECHE 332, 342; senior classification
  - To: ECHE 332; senior classification
Course description
From: Formatted as a three problem-based learning (PBL) units integrating science content, scientific inquiry skills and field-based instruction in diverse elementary classrooms.
To: Problems-based learning course integrating science content, scientific inquiry skills and field-based instruction; technology-mediated teaching, learning and assessment in EC-4 classrooms.

TEFB 273. Introduction to Culture, Community, Society and Schools.

Course description
From: Analyzes school culture considering the perspectives of language, gender, race, socio-economic ethnicity, academic diversity and educational equity; weekly field observations and participation in community-based settings; designed to analyze the learning environment methodology and the human experiences of teachers and learners.
To: Field-based course that introduces the culture of schooling and classrooms for analysis within the lens of language, gender, racial, socio-economic, ethnic and academic diversity; family as a partner in education and educational equity addressed