

TEXAS HIGHER EDUCATION COORDINATING BOARD
Summary Notes/Minutes
Multidisciplinary Studies/AAT Field of Study
Advisory Committee Meeting
1200 East Anderson Lane, Board Room
Austin, Texas
October 3, 2019, 1:00 PM – 5:00 PM
October 4, 2019, 2019, 8:30 AM – 12:00 PM

The webcasts of these meetings are available at the following links:

<https://www.youtube.com/watch?v=KZsPPZ2vqfQ>

<https://www.youtube.com/watch?v=rdr-GKC0dO4>

Day 1: October 3, 2019, 1:00 – 5:00 PM

1. Call to order

Allen Michie called the meeting to order at 1:00 PM.

The following committee members were present:

Joanne Baham, Hill College
Melissa Becker, Tarleton State University
Annamary Consalvo, The University of Texas at Tyler
Sue Crowson, Del Mar College
Daphney Curry, Midwestern State University
Amie DeLeon, Palo Alto College
Belinda Flores, The University of Texas-San Antonio (present Oct. 4)
Brandon Fox, Stephen F. Austin State University (present Oct. 3)
Courtenay Jauregui, Collin College
Amy Jones, Blinn College
Teresa Lattier, Lee College
Barbara Lynn, Wharton County Junior College
Zinab Munoz, Texas Tech University (non-voting proxy for Donna Brasher)
Barba Patton, Professor, University of Houston-Victoria
Sandra Stewart, Sam Houston State University
Shereah Taylor, Tarrant County College-South Campus (committee Co-Chair)
James Telese, The University of Texas Rio Grande Valley
Crystal Tewes, San Jacinto Community College
Patrice Werner, Texas State University (committee Co-Chair)
Susan Wyatt, Eastfield College-Dallas County Community College District

The following committee members were absent:

Donna Brasher, Texas Tech University
Anthony Brown, The University of Texas at Austin
Christal Burnett-Sanchez, University of Houston-Downtown
Belinda Flores, The University of Texas-San Antonio (absent Oct. 3)
Brandon Fox, Stephen F. Austin State University (absent Oct. 4)

Denise McKown, Midland College
Teresa Wallace, Vernon College

Coordinating Board Staff present:
Allen Michie, Program Director
Andrew Lofters, Program Director
Reinold Cornelius, Assistant Director of Academic Quality & Workforce

Belinda Flores, committee Secretary, was unavailable on October 3. Zinab Munoz offered to take notes in her place.

2. Consideration of Meeting Notes for the January 14-15, 2019 meeting

Co-Chairs Taylor and Werner said that the meeting notes would be approved at the next day's meeting in order to give members time to review them.

3. Discussion and consideration of potential modifications based on public comments on the proposed Multidisciplinary Studies/AAT Field of Study

Taylor began the discussion with a consideration of the grades 7-12 tracks.

Werner arranged the discussion of the 7-12 tracks by the parts of the proposed Field of Study (FOS) that received the greatest number of public comments.

Werner made a motion that "for all 7-12 teacher certifications, the FOS would be the discipline's FOS." In discussion, Michie said that there are not FOS in all of the 7-12 certification areas, and the existing ones are not always perfect matches. Michie said that a few of the disciplines specified a teacher certification track.

Jones and Telese recommended that for the discipline-specific certification areas, students should follow the FOS, with the addition of the two required Education courses: Introduction to the Teaching Profession (EDUC 1301) and Introduction to Special Populations (EDUC 2301). Consalvo said that there is a disinclination in disciplines to look at the standards necessary for teachers, so it would be useful to ask for specificity on that. Taylor asked how to specify the 12 semester credit hours (SCH) in the discipline required for the Associate of Arts in Teaching (AAT) degree. DeLeon and Telese said that there could be problems with trusting discipline experts to line up their course requirements with teaching standards. Werner cautioned that because of the maximum 120 SCH rule for undergraduate degree programs, FOS requirements sometimes fight for space with core curriculum courses that are prerequisites for upper-division courses. Cornelius said there are rare situations when an upper-division course can be in the core curriculum if there is not an equivalent course in the *Lower-Division Academic Course Guide Manual (ACGM)*.

Taylor asked what to do for the 7-12 science certification, and which of the several science discipline FOS these students would follow. Students would still have to determine what 12 SCH in the discipline to take, which is the problem FOS are trying to solve. She said that Multidisciplinary committee members could sit in on other discipline-specific FOS meetings to

provide input on teaching standards. Consalvo said that courses should be designed to meet the needs of teachers and what is taught in high school, and it is a mistake to teach these students like they are all going to be lab scientists.

Werner revised her motion to read "For all 7-12 teacher certifications, the FOS would be the two EDUC courses and the content FOS."

The committee discussed the problem of having too many SCH in the lower division for some programs. Michie said that there could be situations where the FOS, plus 6 SCH of EDUC courses and the 42 SCH core, would equal more than 60 SCH. A student can still graduate with an associate's degree with 60 SCH and either the FOS or the core curriculum completed.

Tewes said that students need to take the two EDUC courses within their first two years to introduce them to the discipline and determine if they really want to be in teaching. Telese asked if there could be a new course, a 7-12 equivalent to Early Childhood Growth and Development. Taylor replied that creating a new course is another conversation. Fox said that a Lifespan Development course from Psychology can cover the content, and each institution takes a different approach to the Development courses making it difficult to incorporate into the AAT. Stewart said that the standards for Growth & Development courses are explicit for teachers.

DeLeon said that it might take longer, but 7-12 certification tracks could be built in collaboration between the individual FOS subject committees and the Multidisciplinary committee. Michie said that there could be discipline subcommittees, and he explained the process and the timeline. Werner said that content experts weighed in on some of the public comments. Stewart said that universities work hard to meet teacher standards and prepare students for the certification exams, and she trusts the content experts who made the public comments.

Werner proposed dividing into five groups to address the public comments.

Munoz said that she supports sticking with the discipline FOS and adding the EDUC courses, but she worries that it would result in too many SCH. DeLeon said that students could have a choice in courses. Michie said that the committee might want to go through each FOS to select the courses for students to choose from rather than allowing the whole FOS. There could be some courses, like Programming in the Math FOS, that would be less relevant to teachers. Werner suggested retaining the requirement in the existing AAT degree to have 12 SCH in the discipline, but make it 12 SCH in the FOS of that discipline. Taylor added that there are also FOS options that count toward the core.

Telese said that choosing 12 SCH from the Math FOS would not work for students at The University of Texas Rio Grande Valley. Baham said that Hill College does not offer 12 SCH of the Math FOS courses due to the size of its population.

Taylor said that many of the public comments on the Math 7-12 certification track dealt with lower Math prerequisites. For example, College Algebra is not part of the FOS, but it is a required prerequisite.

Werner said that the current components for the AAT are grades 6-12, 7-12, 8-12, and EC-12. Jones asked if the committee is bound on keeping all of those components, and Taylor said no. Stewart said that 6-12 does not have a separate FOS.

Werner proposed adding the word "and" to the motion to accommodate the English FOS, which does not have enough hours to make up the 12 SCH after the core. The statement could be "For all 7-12 teacher certifications, the FOS would be the two EDUC courses and 12 SCH of the FOS *and* academic discipline." Lofters clarified that this would be 12 SCH from the content FOS, and additional SCH from the discipline when 12 FOS hours could not be earned.

The issue of 7-12 certifications was tabled until the next day's meeting. The proposed text to begin the discussion on Oct. 4 was "For all 6-12, 7-12, 8-12, and EC-12 certifications other than Special Education, AAT components would be the completed core curriculum (42 SCH), plus EDUC 1301 and EDUC 2301 (6 SCH), plus 12 SCH from the related content FOS (and academic discipline if there is no related FOS or if there are fewer than 12 SCH in the related content FOS)."

The committee discussed Early Childhood-Grade 3 (EC-3) certifications. Committee members reviewed the public comments.

The committee considered adding Families, Schools, and Communities (TECA 1303) to the EC-3 track. Wyatt said it would make the FOS bigger, but it is critical for students to learn about the relationship of parents to teachers. Telese added that data indicate that students wish they had more experience working with parents.

Fox and Curry said that EC-3 should include a strong reading component. Werner said that some early childhood content is included in the literacy courses.

A motion was made to add TECA 1303 to the EC-3 FOS. The motion carried, 9-5.

The committee discussed adding Educating Young Children (TECA 1311). Wyatt said that the learning outcomes for the course are being restructured to include childhood development.

The committee discussed adding Composition I (ENGL 1301) and II (ENGL 1302) to the EC-3 and Early Childhood-Grade 6 (EC-6) tracks. Michie said it was not necessary to include courses in the FOS if it can be safely assumed that most students will start the FOS already having taken the course or placed out of it. Crowson said that it was essential that the students know how to write, and some students dodge the course. A motion was made to add ENGL 1301 and 1302 to the EC-3 and EC-6 tracks. The motion carried, 14-2.

The committee discussed the public comments on the EC-6 track. Members reviewed the public comments about the required science courses, including Physical Science I (PHYS 1415), Elementary Physics I (PHYS 1405), and Earth Sciences for Non-Science Majors (GEOL 1401). Fox said that PHYS 1415 addresses many of the topics that teachers have to use in the classroom, and it lays a foundation for fourth grade content in particular.

A motion was made to include a choice of PHYS 1415 and PHYS 1405 in the EC-6 FOS. The motion carried, 14-0.

A motion was made to include Educating Young Children (TECA 1311) in the FOS. Fox said that this is a high-stakes course with a great deal of content, and if students do not pass they class, they are stopped in the degree program. Tewes said that the course would require more observation hours with eight-week semesters. The motion failed, 2-14.

The committee discussed adding Child Growth and Development (TECA 1354). DeLeon said that Palo Alto College worked for ten years to get their partner transfer institutions to accept the course. Munoz said the course is core for some institutions.

The committee discussed the public comments on the Grades 4-8 Generalist (4-8 Generalist) track.

A motion was made to rename the track "Grades 4-8 Core Subjects." The motion carried, 16-0.

A motion was made to add Mathematics for Teachers I (MATH 1350) and II (MATH 1351) to the 4-8 Generalist track. The motion failed, 2-14.

The subject fields for the 4-8 tracks were tabled until the next day's discussion.

4. Adjournment

The meeting adjourned at 5:00.

Day 2: October 4, 2019, 8:30 AM – 12:00 PM

1. Call to order

Taylor and Werner called the meeting to order at 8:30 AM.

Belinda Flores, committee secretary, was present and took over recording duties from Zinab Munoz.

2. Discussion and consideration of potential modifications based on public comments on the proposed Multidisciplinary Studies/AAT Field of Study

A motion was made to adopt the minutes from the first meeting on January 14-15, 2019. After minor corrections, the motion carried unanimously.

Taylor resumed the discussion of the EC-6 track. She proposed allowing students to choose two out of three science categories: Biology for Non-Science Majors I (BIOL 1408) or Biology for Science Majors I (BIOL 1406); Physical Science I (PHYS 115) or Elementary Physics (PHYS 1405); and Physical Geology (BEOL 1403) or Earth Sciences for Non-Science Majors (GEOL 1401).

Werner added to the motion that the EC-6 science options should also apply to the 4-8 Generalist track. The motion carried 16-0.

The consensus was to use the word "categories" throughout all of the FOS tracks for consistency, as in "Choose one of three categories."

A motion was made to have the EC-3 Science categories match those of the 4-8 and EC-6 tracks. Munoz said that streamlining the options between the three Core Subjects certifications will make it easier for students and advisors, creating a direct path for the degree. The motion carried 16-0.

The committee discussed the remaining 4-8 subject certification tracks.

The committee reviewed public comments on the 4-8 English, Language Arts, and Reading (ELAR) track. DeLeon and Flores argued against removing Mexican American Literature. Michie asked about the consistency of the English literature courses and why the "part two" sections are sometimes excluded, particularly American Literature II. Werner made a motion to accept the list of English literature courses from the English FOS, minus Forms of Literature (ENGL 2341), and use it for the 4-8 ELAR track. The motion carried, 9-7.

The committee discussion Forms of Literature and how a course with such variable course content could apply to the degree. The committee considered certification standards, including the Science of Reading test and English as a Second Language (ESL) requirements. A motion was made to include ENGL 2341 among the literature course options in the 4-8 track. The motion carried, 13-3.

Committee members discussed other possible English courses mentioned in the public comments, including Creative Writing (ENGL 2307), Technical Writing (ENGL 2311), and Mexican American Fine Arts Appreciation. Munoz pointed out that the committee earlier agreed to rely upon the subject expert's choices in the other FOS.

The committee discussed whether the FOS needs to match the AAT, or if the AAT needs to be a full 60 SCH. Michie and Lofters said the two do not necessarily have to match.

A motion was made to include a choice of two literature survey courses, with the choices also including Forms of Literature, in the 4-8 ELAR track. The track would exclude Humanities (HUMA) courses, Technical Writing, and Creative Writing. The motion carried, 15-1.

The committee discussed the Grades 4-8 Social Studies track. The consensus was to consider Social Studies and History separately. DeLeon made a motion to collapsing the options and change "choose one of three" categories to "choose two of six" categories. The motion carried unanimously.

The committee discussed the Grades 4-8 Math track. Munoz said that Texas Tech University requires Elementary Statistical Methods (MATH 1342), which is not in the FOS, and it could replace Calculus I (MATH 2313) in the FOS. Patton and Tewes said that it would be difficult for students to pass certification exams if Calculus is taken out. Baham asked if there could be a choice between Calculus and Statistics. Telese said both Calculus and Statistics are essential, and he proposed a new course in problem solving.

A motion was made to remove Calculus I and replace it with Elementary Statistical Methods in 4-8 Math track. The motion failed, 0-16. Another motion was made to offer a choice between Calculus I and Elementary Statistical Methods. The motion carried, 10-6.

A motion to approve the 4-8 Math track as revised carried, 15-1.

The committee discussed the Grades 4-8 Science track. The committee considered adding Introduction to Chemistry, which includes College Algebra as a prerequisite, and Stars and Galaxies (PHYS 1303), which is included on the certification exam. DeLeon suggested giving students a choice between the general courses and the courses designed for science majors. Taylor replied that the distinction only applies to the Biology course. It was pointed out that the Texas Essential Knowledge and Skills (TEKS) test refers to Biology for Non-Science Majors. There was discussion of the rigor, content, and intended audiences of Biology for Science Majors I (BIOL 1406) compared to Biology for Non-Science Majors I (BIOL 1408). A motion was made to include the option of Biology for Science majors or Biology for Non-Science Majors. The motion carried, 13-2.

A motion was made to add an option for taking either General Chemistry I (1411) or Introductory Chemistry I (CHEM 1405). The motion failed, 3-13.

The committee discussed adding College Algebra (MATH 1414) to the 4-8 Science track. The motion carried, 16-0.

A motion was made to accept the 4-8 subject track FOS and AAT degree plans as revised. The motion carried 15-0.

A motion was made: "For all 6-12, 7-12, 8-12, and EC-12 certifications other than Special Education, AAT components would be the completed core curriculum (42 SCH), plus EDUC 1301 and EDUC 2301 (6 SCH), plus 12 SCH from the content area appropriate for the teacher certification field." It was later clarified that the motion would apply only to AAT degrees, not FOS.

In discuss, Jauregui expressed concern about which of the several relevant FOS would apply to the Science or Social Studies certifications. Flores suggested different language for the composite certifications.

Taylor said it would be impossible for this committee to create an FOS for each certification area. Werner said this committee could reconvene to discuss the next round of public comments, plus have subcommittees with content experts. Werner and Stewart said that Education degrees will be changing because of new legislation. Munoz said the committee should look at data for the most successful programs in those certification fields.

The motion carried, 10-1.

A motion was made to withdraw the previous proposed 7-12 FOS. The motion carried, 11-0.

3. Overview of the timeline for public comments and Field of Study approval – Dr. Allen Michie

Michie stated that the proposed FOS would go out for a 30-day public comment period. Committee members would be given a copy of each comment for a response. If changes are

made, the revised FOS would go out for a second 30-day comment period. The FOS curriculum would go before the Coordinating Board’s Committee on Academic and Workforce Success committee and the full Board for final approval.

Michie said that there could be a third committee meeting, depending upon the number and nature of the public comments received and whether committee members indicate that they want to make significant changes. Members may be asked to serve on subject area or grade level subcommittees.

4. Consideration of authorization of Co-Chairs to approve the meeting notes, make non-substantive edits to documents, and conduct assorted committee business relating to submission of the Field of Study to the Coordinating Board for approval

A motion was made to authorize the co-chairs to approve the final meeting minutes and carry other related business for the FOS approval process before the Board. The motion passed unanimously.

5. Adjournment

The meeting adjourned at 12:35 PM.

Final proposed FOS/AAT:

Table 1. Proposed 2019 FOS/AAT Curriculum for Early Childhood – Grade 3

Course Title	Course Number	SCH
Introduction to the Teaching Profession	EDUC 1301	3
Introduction to Special Populations	EDUC 2301	3
Choose two of three categories: I. A. 1. Biology for Non-Science Majors I (lecture + lab) 2. a. Biology for Non-Science Majors I (lecture) b. Biology for Non-Science I (lab) B. 1. Biology for Science Majors I (lecture + lab) 2. a. Biology for Science Majors I (lecture)	I. A. 1. BIOL 1408 2. a. BIOL 1308 b. BIOL 1108 B. 1. BIOL 1406 2. a. BIOL 1306 b. BIOL 1106 II. A. 1. PHYS 1415	8

b. Biology for Science Majors I (lab) II. A. 1. Physical Science I (lecture + lab) 2. a. Physical Science I (lecture) b. Physical Science I (lab) B. 1. Elementary Physics (lecture + lab) 2. a. Elementary Physics (lecture) b. Elementary Physics (lab) III. A. 1. Physical Geology (lecture + lab) 2. a. Physical Geology (lecture) b. Physical Geology (lab) B. 1. Earth Science for Non-Science Majors I (lecture + lab) 2. a. Earth Science for Non-Science Majors I (lecture) b. Earth Science for Non-Science Majors I (lab)	2. a. PHYS 1315 b. PHYS 1115 B. 1. PHYS 1405 2. a. PHYS 1305 b. PHYS 1105 III. A. 1. GEOL 1403 2. a. GEOL 1303 b. GEOL 1103 B. 1. GEOL 1401 2. a. GEOL 1301 b. GEOL 1101	
Composition I	ENGL 1301	3
Composition II	ENGL 1302	3
Mathematics for Teachers I	MATH 1350	3
Mathematics for Teachers II	MATH 1351	3
Families, School, & Community	TECA 1303	3
Child Growth & Development	TECA 1354	3
TOTAL for Early Childhood – Grade 3		32

Table 2. Proposed 2019 FOS/AAT Curriculum for Early Childhood – Grade 6

Course Title	Course Number	SCH
Introduction to the Teaching Profession	EDUC 1301	3

Introduction to Special Populations	EDUC 2301	3
<p>Choose two of three categories:</p> <p>I.</p> <p>A.</p> <ol style="list-style-type: none"> 1. Biology for Non-Science Majors I (lecture + lab) 2. <ol style="list-style-type: none"> a. Biology for Non-Science Majors I (lecture) b. Biology for Non-Science I (lab) <p>B.</p> <ol style="list-style-type: none"> 1. Biology for Science Majors I (lecture + lab) 2. <ol style="list-style-type: none"> a. Biology for Science Majors I (lecture) b. Biology for Science Majors I (lab) <p>II.</p> <p>A.</p> <ol style="list-style-type: none"> 1. Physical Science I (lecture + lab) 2. <ol style="list-style-type: none"> a. Physical Science I (lecture) b. Physical Science I (lab) <p>B.</p> <ol style="list-style-type: none"> 1. Elementary Physics (lecture + lab) 2. <ol style="list-style-type: none"> a. Elementary Physics (lecture) b. Elementary Physics (lab) <p>III.</p> <p>A.</p> <ol style="list-style-type: none"> 1. Physical Geology (lecture + lab) 2. <ol style="list-style-type: none"> a. Physical Geology (lecture) b. Physical Geology (lab) <p>B.</p> <ol style="list-style-type: none"> 1. Earth Sciences for Non-Science Majors I (lecture + lab) 2. <ol style="list-style-type: none"> a. Earth Sciences for Non-Science Majors I (lecture) b. Earth Sciences for Non-Science Majors I (lab) 	<p>I.</p> <p>A.</p> <ol style="list-style-type: none"> 1. BIOL 1408 2. <ol style="list-style-type: none"> a. BIOL 1308 b. BIOL 1108 <p>B.</p> <ol style="list-style-type: none"> 1. BIOL 1406 2. <ol style="list-style-type: none"> a. BIOL 1306 b. BIOL 1106 <p>II.</p> <p>A.</p> <ol style="list-style-type: none"> 1. PHYS 1415 2. <ol style="list-style-type: none"> a. PHYS 1315 b. PHYS 1115 <p>B.</p> <ol style="list-style-type: none"> 1. PHYS 1405 2. <ol style="list-style-type: none"> a. PHYS 1305 b. PHYS 1105 <p>III.</p> <p>A.</p> <ol style="list-style-type: none"> 1. GEOL 1403 2. <ol style="list-style-type: none"> a. GEOL 1303 b. GEOL 1103 <p>B.</p> <ol style="list-style-type: none"> 1. GEOL 1401 2. <ol style="list-style-type: none"> a. GEOL 1301 b. GEOL 1101 	8
<p>Choose one of three categories:</p> <p>I. World Regional Geography</p> <p>II. Principles of Macroeconomics</p> <p>II. Principles of Microeconomics</p>	<p>I. GEOG 1303</p> <p>II. ECON 2301</p> <p>III. ECON 2302</p>	3

Texas History	HIST 2301	3
Mathematics for Teachers I	MATH 1350	3
Mathematics for Teachers II	MATH 1351	3
Child Growth & Development	TECA 1354	3
TOTAL for Early Childhood – Grade 6		29

Table 3. Proposed 2019 FOS/AAT Curriculum for Grade 4 – Grade 8: Math Track

Course Title	Course Number	SCH
Introduction to the Teaching Profession	EDUC 1301	3
Introduction to Special Populations	EDUC 2301	3
College Algebra	MATH 1314	3
Mathematics for Teachers I	MATH 1350	3
Mathematics for Teachers II	MATH 1351	3
Choose one: I. Pre-Calculus Math (3 SCH version) II. Pre-Calculus Math (4 SCH version)	I. MATH 2312 II. MATH 2412	3-4
Choose one: I. A. Calculus I (3 SCH version) B. Calculus I (4 SCH version) II. A. Elementary Statistical Methods (3 SCH version) B. Elementary Statistical Methods (4 SCH version)	I. A. MATH 2313 B. MATH 2413 II. A. MATH 1342 B. MATH 1442	3-4
TOTAL for Grade 4 – Grade 8: Math Track		21-23

Table 4. Proposed 2019 FOS/AAT Curriculum for Grade 4 – Grade 8: Science Track

Course Title	Course Number	SCH
Introduction to the Teaching Profession	EDUC 1301	3
Introduction to Special Populations	EDUC 2301	3
Choose one: I. A. Biology for Non-Science Majors I (lecture + lab) B. 1. Biology for Non-Science Majors I (lecture) 2. Biology for Non-Science I (lab) II. A. Biology for Science Majors I (lecture + lab) B. 1. Biology for Science Majors I (lecture) 2. Biology for Science Majors I (lab)	I. A. BIOL 1408 B. 1. BIOL 1308 2. BIOL 1108 II. A. BIOL 1406 B. 1. BIOL 1306 2. BIOL 1106	4
Choose one: I. General Chemistry I (lecture + lab) II. A. General Chemistry I (lecture) B. General Chemistry I (lab)	I. CHEM 1411 II. A. CHEM 1311 B. CHEM 1111	4
Choose one: I. Earth Sciences for Non-Science Majors I (lecture + lab) II. A. Earth Sciences for Non-Science Majors I (lecture) B. Earth Sciences for Non-Science Majors I (lab)	I. GEOL 1401 II. A. GEOL 1301 B. GEOL 1101	4
College Algebra (3 SCH version)	MATH 1314	3
Choose one: I. Stars and Galaxies (lecture + lab) II. A. Stars and Galaxies (lecture) B. Stars and Galaxies (lab)	I. PHYS 1403 II. A. PHYS 1303 B. PHYS 1103	4

Choose one: I. Physical Science I (lecture + lab) II. A. Physical Science I (lecture) B. Physical Science I (lab)	I. PHYS 1415 II. A. PHYS 1315 B. PHYS 1115	4
TOTAL for Grade 4 – Grade 8: Science Track		29

Table 5. Proposed 2019 FOS/AAT Curriculum for Grade 4 – Grade 8: English/Language Arts (ELAR) Track

Course Title	Course Number	SCH
Introduction to the Teaching Profession	EDUC 1301	3
Introduction to Special Populations	EDUC 2301	3
Composition I	ENGL 1301	3
Composition II	ENGL 1302	3
Choose two of the following: ¹ I. British Literature (single semester) II. British Literature I III. British Literature II IV. American Literature (single semester) V. American Literature I VI. American Literature II VII. World Literature (single semester) VIII. World Literature I IX. World Literature II X. Forms of Literature XI. Mexican American Literature	I. ENGL 2321 II. ENGL 2322 III. ENGL 2323 IV. ENGL 2326 V. ENGL 2327 VI. ENGL 2328 VII. ENGL 2331 VIII. ENGL 2332 IX. ENGL 2333 X. ENGL 2341 XI. ENGL 2351	6
TOTAL for Grade 4 – Grade 8: English/Language Arts (ELAR) Track		18

¹ To avoid duplication of content, one-half of a two-semester survey in British, American, or World Literature cannot be taken in conjunction with the single-semester course in the same topic. [For example, World Literature I (ENGL 2332) cannot be taken with World Literature (ENGL 2331).]

Table 6. Proposed 2019 FOS/AAT Curriculum for Grade 4 – Grade 8: Social Studies Track

Course Title	Course Number	SCH
Introduction to the Teaching Profession	EDUC 1301	3
Introduction to Special Populations	EDUC 2301	3
Principles of Macroeconomics	ECON 2301	3
World Regional Geography	GEOG 1303	3
Texas History	HIST 2301	3
Choose two of the following: I. Western Civilization I II. World Civilizations I III. Mexican American History I (to the United States-Mexico War Era) IV. Western Civilization II V. World Civilizations II VI. Mexican American History II (from the United States-Mexico War Era) VII. African American History	I. HIST 2311 II. HIST 2321 III. HIST 2327 IV. HIST 2312 V. HIST 2322 VI. HIST 2328 VII. HIST 2381	6
TOTAL for Grade 4 – Grade 8: Social Studies Track		21

Table 7. Proposed 2019 FOS/AAT Curriculum for Grade 4 – Grade 8: Core Subjects Track

Course Title	Course Number	SCH
Introduction to the Teaching Profession	EDUC 1301	3
Introduction to Special Populations	EDUC 2301	3
Composition II	ENGL 1302	3
Choose one of four: I. British Literature I II. World Literature I III. World Literature II IV. Mexican American Literature	I. ENGL 2322 II. ENGL 2332 III. ENGL 2333 IV. ENGL 2351	3
Texas History	HIST 2301	3
College Algebra	MATH 1314	3
Pre-Calculus math	MATH 2312	3
Choose two of three categories: I. A. 1. Biology for Non-Science Majors I (lecture + lab) 2. a. Biology for Non-Science Majors I (lecture) b. Biology for Non-Science Majors I (lab) B. 1. Biology for Science Majors I (lecture + lab) 2. a. Biology for Science Majors I (lecture) b. Biology for Science Majors I (lab) II. A. 1. Physical Science I (lecture + lab) 2. a. Physical Science I (lecture) b. Physical Science I (lab)	I. A. 1. BIOL 1408 2. a. BIOL 1308 b. BIOL 1108 B. 1. BIOL 1406 2. a. BIOL 1306 b. BIOL 1106 II. A. 1. PHYS 1415 2. a. PHYS 1315 b. PHYS 1115 B. 1. PHYS 1405 2. a. PHYS 1305 b. PHYS 1105	8

<p>B.</p> <ol style="list-style-type: none"> 1. Elementary Physics (lecture + lab) 2. <ol style="list-style-type: none"> a. Elementary Physics (lecture) b. Elementary Physics (lab) <p>III.</p> <p>A.</p> <ol style="list-style-type: none"> 1. Physical Geology (lecture + lab) 2. <ol style="list-style-type: none"> a. Physical Geology (lecture) b. Physical Geology (lab) <p>B.</p> <ol style="list-style-type: none"> 1. Earth Sciences for Non-Science Majors I (lecture + lab) 2. <ol style="list-style-type: none"> a. Earth Sciences for Non-Science Majors I (lecture) b. Earth Sciences for Non-Science Majors I (lab) 	<p>III.</p> <p>A.</p> <ol style="list-style-type: none"> 1. GEOL 1403 2. <ol style="list-style-type: none"> a. GEOL 1303 b. GEOL 1103 <p>B.</p> <ol style="list-style-type: none"> 1. GEOL 1401 2. <ol style="list-style-type: none"> a. GEOL 1301 b. GEOL 1101 	
<p>TOTAL for Grade 4 – Grade 8: Core Subjects Track</p>		<p>29</p>

Proposed 2019 AAT Curriculum for Grade 7 – Grade 12 AAT

For all grades 6-12, 7-12, 8-12, and EC-12 certifications other than Special Education, AAT components would be the completed core curriculum (42 SCH), Introduction to the Teaching Profession (EDUC 1301), Introduction to Special Populations (EDUC 2301), plus 12 SCH from the content area appropriate for the teacher certification field.