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Change in Institutional Certification Requirements for Secondary Social Studies Teachers

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Resolution #21, 1972-73

Routing # 27 72-73

TO: PRESIDENT ALBERT W. BROWN

Resolution #22 1972-1973

FROM: THE FACULTY SENATE

Meeting on May 7, 1973

(Date)

RE: X I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

SUBJECT:

THE PROPOSAL FOR A CHANGE IN INSTITUTIONAL CERTIFICATION REQUIREMENTS FOR SECONDARY SOCIAL STUDIES TEACHERS was presented by Senator Morris for the Undergraduate Policies Committee with a correction of a typing error on page 2 - PSH 282 should read PSH 382. It was moved, seconded and passed.

Signed Jeanette D'Agostino
(For the Senate)

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date Sept 1, 1973
- b. Deferred for discussion with the Faculty Senate on _____
- c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice-Presidents: Dr. Spurr, Caudill
Others as identified:

Distribution Date: July 13, 1973

Signed: Albert W. Brown
(President of the College)

Date Received by the Senate: _____

STATE UNIVERSITY COLLEGE
Brockport, New York

DEPARTMENT OF CURRICULUM AND INSTRUCTION

April 30, 1973

PROPOSAL FOR A CHANGE IN INSTITUTIONAL CERTIFICATION REQUIREMENTS FOR
SECONDARY SOCIAL STUDIES TEACHERS

Prepared by representatives of the Departments of Curriculum and Instruction,
Geography and the Faculty of Social Sciences

I. Rationale for the proposed changes in certification requirements

An analysis of the new New York State Social Studies Curricula K through 12 reveals that students are expected to learn the basic concepts and thought processes used in the various social sciences: economics, political science, sociology, anthropology, and geography as well as history. Great emphasis is also placed upon the study of non-western areas in their contemporary as well as in their historical setting. In addition, the new curriculum is generally organized on a topical rather than a chronological approach. All of this requires public school students to learn the different modes of processing and analyzing information peculiar to the various social sciences.

Indeed, over the past several years educators in the social studies area have become nearly unanimous in their emphasis on the development of cognitive skills rather than just on the transmission of knowledge. The emphasis of this new approach to social studies is on the students' learning and using the processes by which the historian, the economist, the geographer, the sociologist, the anthropologist and the political scientist gather, evaluate and use information relevant to their particular social science discipline.

Brockport college supervisors in the social studies area have received complaints from high school department chairmen, supervisors of social studies, and supervising teachers who work with our student teachers. They find our students lack broad preparation in the various social sciences. The results of a survey of area supervising teachers and supervisors last year contained comments about the need for more adequate social science preparation among student teachers. Instructors find that student teachers were not aware of the need for preparation in many social sciences until they actually went into the schools to student teach and discovered the demands of the curriculum on teachers.

Another issue is the current job market which for teachers results in only those applicants with the best preparation being considered for the few available jobs. Brockport-prepared teachers with a broad background in the social sciences will be in a much better competitive position.

The situation calls for revision of the academic requirements in the social sciences of those students who are preparing to be teachers. Requirements should be established which will insure the broadest possible preparation in the social sciences for these students. This will involve advising students considering a career in social studies teaching about recommended courses of study in the various social science areas. These requirements will need to be stated in appropriate publications for students and faculty advisors both here in Brockport and at our feeder community colleges.

II. Details of the Proposed Program Changes

Present Certification Requirements for Secondary Social Studies

Academic

1. A major in social science	30 hours
2. A minor in a social science (or geography)	18 hours
3. The following must be included in the academic sequence:	
American History	6 hours
Western Civilization	6 hours
Non-western Studies	6 hours
Total	<u>48 to 66 hours</u>

Professional

1. Psychology (PSH 382 or PSH 484)	3 hours
2. Practicum EDI 308	9 hours
3. Methods EDI 324	3 hours
4. Problems EDI 309	3 hours
Total	<u>18 hours</u>

Present Core Requirements of Undergraduates

All candidates for a baccalaureate degree must complete a block of ten courses in the liberal arts as follows:

1. At least one course in each of these four faculties:

Fine Arts	Natural and Mathematical Sciences
Humanities	Social Sciences
2. No more than three courses in any one of these faculties may be used to fulfill the liberal arts core requirements.
3. Courses offered by the academic department in which the student majors may not be used to fulfill the liberal arts core requirements.

Proposed Changes in Requirements

The requirement of a minor in a social science should be dropped. Instead, the requirement should be that each secondary social studies teacher certified by S.U.C. Brockport should have at least 6 hours in each of the following:

1. American History
2. Western Civilization

And 3 to 6 hours in each of the following for a total of 30 hours. No more than 6 credits will be counted from any one area.

- | | |
|----------------------|--------------------------------------|
| 1. Political Science | 4. Geography |
| 2. Economics | 5. Anthropology |
| 3. Sociology | 6. African and Afro-American Studies |

A minimum of 6 hours of social science must be in non-western studies, preferably Africa and Asia. Courses on Africa and Asia in History, Geography, Political Science, Anthropology, Economics and African and Afro-American Studies could be counted once for Non-Western Studies and also for one of the other social sciences.

Example 1: A History Major

If properly advised when planning his college program, the typical student majoring in history would have a program like this:

Core (30 hours):

9 hours in Social Sciences (6 in Political Science and 3 hours in economics)	
6 hours in Natural and Mathematical Sciences	
3 hours in Psychology (to meet professional requirements)	
<u>12 hours in other core electives</u>	
30 hours credit total	30
Professional Education Semester	15
History Major (6 hours in American History, 6 hours in European History, 6 hours in in non-western studies, 12 hours in other history)	30
Completion of requirements in Social Science (3 hours in economics, 3 hours in sociology, 3 hours in geography, 6 hours of anthropology and 6 hours in African and Afro-American Studies)	21
Other electives besides in the Core and in social science	24
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Total Credits for Graduation	120*

*Note Total credits in social sciences including Geography is 60.

Example 2: A Sociology Major

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If properly advised when planning his college program, the typical student majoring in sociology would have a program like this:

Core (30 hours)

9 hours in Social Sciences (6 hours in political science including 3 Non-Western and 3 hours in economics)	
6 hours in Natural and Mathematical Sciences	
3 hours in Psychology (to meet professional requirements)	
12 hours in other core electives	
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Total Credit Hours	30
Professional Education Semester	15
Sociology Major	30
Completion of requirements in Social Science (6 hours in geography, 3 hours in anthropology, including 3 non-western, 6 hours in American history, 6 hours in European History, and 3 hours in African and Afro-American Studies)	24
Other electives besides in the Core and in Social Science	21

Total Credits for Graduation

120*

* Note: Total credits in social science is 63.