

5-10-1976

Program for Permanent Elementary Certification

The College at Brockport, College Senate

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Resolution #23
1975-1976

Routing #25 75-76

Program for Permanent Elementary Certification

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on May 10, 1976
(Date)

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

SUBJECT: Program for Permanent Elementary Certification

(See attached)

Signed William C. Rock Date Sent 5/11/76
(For the Senate)

William C. Rock

MAY 12 '76

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date upon Henry's approval
- 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: Terry Simons

Others as identified: Putney

Distribution Date: _____

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

Date Received by the Senate: 8/23/76

STATE UNIVERSITY COLLEGE AT BROCKPORT / state university of new york
brockport, new york 14420

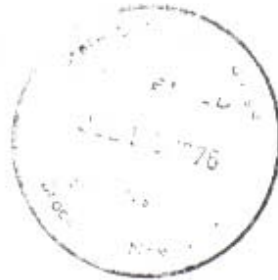


Vice-President for Instruction and Curriculum

TO: Albert W. Brown, President
FROM: Richard A. Terry, Vice President
RE: Final review of: (1) CBTE Program in
Science 7-12 and (2) Program for
Permanent Elementary Certification
DATE: July 9, 1976

I have now had an opportunity to review the two education programs which were given provisional approval at the last Administrative Council meeting, and find them to be consistent with prevailing curriculum requirements of the College.

RAT:keh



Comparison of Proposed New Elementary Permanent Certification Program with Existing
Permanent Certification Program of Department of Curriculum and Instruction

FROM	TO	RATIONALE
Course based	Competency-based (however, specific competencies are assigned to courses).	State Education Department Mandate
College staff developed and implemented	Cooperatively developed and implemented by college staff, public school teachers, public school administrators.	State Education Department Mandate
College class centered	Greater emphasis on demonstration of teaching skills in simulated or classroom teaching situation.	State Education Department recommends that candidates have the opportunity to demonstrate teaching performance.
No concentration available	A competency-based nine semester hour concentration.	The provisionally certified teacher can extend acquired competencies and pursue interests in a specific area through a sequentially organized competency-based sequence such as reading, mathematics, science, social studies, language arts, etc.
30 hour program with minimum advisement	15 hours of competency-based options (9 hours in a concentration and 6 hours in specific related areas) plus 15 hours of graduate electives with advisement.	With advisement the candidate can develop a coordinated program based upon self-identified interests, needs, and strengths in both education and the liberal arts.
Permanent certification awarded by state on completion of 30 graduate hours of study distributed among liberal arts, social/behavioral sciences, and professional study in education with at least one course in each	Permanent certification awarded by Institution after completion of specified program including specific competency sets.	State Education Mandate

STATE UNIVERSITY COLLEGE

BROCKPORT, NEW YORK

Proposed Program for
Permanent Elementary Certification

COVER SHEET

- A. Date: June 1, 1976
- B. Names of College: State University College at Brockport
- C. Names of Participating School Districts:
1. Brighton Public School District
 2. Gates-Chili Central School District
 3. Hilton Central School District
 4. West Irondequoit Central School District
- D. Title of N.Y.S. Certificate: N - 6
- E. Level of Certificate: Permanent
- F. Degree(s): Permanent
- G. Anticipated Date of Program Implementation
Permanent: September 1, 1976
- H. Anticipated Date of Program Completion by Initial Entrants:
Permanent: June, 1981

A. Program

This program is designed to prepare elementary teachers, K-6, for permanent certification in the State of New York. A key factor in the proposed program is our recognition of, and responsiveness to, the fact of variations of role expectations for the elementary teacher. Specific expectations differ from school to school and are influenced by such factors as administrator preference, organizational structure, community and parental aspirations, nature of the student body, and the perceptions of individual teachers. Such wide variations in expectations mandate a permanent certification program which, though rigorous, responds to the reality of those variations.

The purpose of the proposed program is to assist the provisionally certified teacher in extending certain acquired competencies and pursuing interests. Consequently, the program provides both an array of sequentially organized competency-based options and other electives. Each of the competency-based options is implemented by 15 semester credit hours. The candidate will choose with advisement 15 additional semester credit hours based upon self-identified interests, strengths and/or needs. In the competency-based option the candidate will have the opportunity to demonstrate an acceptable level of performance on stipulated competencies in lieu of normal attendance and instructional involvement. In the elective component and certain aspects of the competency-based option, emphasis is upon the value of personal interactions within a community of scholars. Our program is designed to certify that a person can teach well, not that he does teach well. The latter attestation is a function of the tenuring process rather than the certifying process.

B. Requirements for Entrance

The requirements for entrance into the proposed K-6 permanent certification program will be the possession of a baccalaureate degree and a provisional K-6 Elementary Certificate.

C.-D. Expected Knowledge, Skills and Attitudes; Combined with Assessment Procedures, Conditions and Standards.

For Permanent Certification each candidate will be required to complete a thirty semester-hour program consisting of:

1. A competency-based nine semester-hour concentration,
2. Six semester-hours of competency-based learning experiences in specified related areas, and
3. Fifteen semester-hours of graduate electives.

Concentrations *

Candidates will select one of the following concentrations:

- Alternatives in Teaching
- Early Childhood
- Language Arts
- Mathematics
- Problems in Teaching
- Reading
- Science
- Social Studies
- Teaching Children with Special Needs

Related Areas *

Candidates will select two courses from the following:

Audio Visual Methods and Materials

Conferencing Skills for Teachers

Principles of Supervision

Research Applications for Teachers

Schooling for Human Progress

Electives

Candidates will select fifteen graduate hours of electives with advisement.

*Additional concentrations and related areas courses will be considered for inclusion in this program when needed and feasible.

CONCENTRATION IN PROBLEMS IN TEACHING

In addition to concentrations which emphasize a specific area of elementary teaching, a problems concentration is available to candidates for permanent certification. The problems concentration allows a candidate to choose any three courses from among those Curriculum and Instruction courses designated as "problems courses." This option might be selected by a candidate who prefers to develop his professional skill through solving curricular problems which he is experiencing.

Courses presently available as "problems courses" are:

EDI 630 Problems in Teaching Reading

EDI 654 Cultural Influences on Early Childhood Education

EDI 664 Survey of Specific Learning Disabilities

EDI 671 Problems in Teaching Elementary School Social Studies

EDI 681 Problems in Teaching Elementary School Mathematics

E. Student Guidance

Applicants for Permanent Certification at SUC Brockport will receive career-development counseling and program advisement. While these two functions are closely related, it is convenient to sort them for descriptive purposes.

Program advisement refers to the more formal and structured aspect of student guidance. When a student has been admitted to the SUC Brockport Permanent Certification Program, she or he will make an appointment with the Advisement Coordinator of the Department of Curriculum and Instruction. The Advisement Coordinator will explain the completion requirements of the Program, and the options available within the Program requirements. The Advisement Coordinator and the candidate will consider the expressed interests and needs of the candidate. The Advisement Coordinator will initially counsel the candidate concerning the selection of appropriate course work during the first semester of graduate work taken at SUC Brockport. As soon as feasible, the candidate, with the guidance of the Advisement Coordinator, will select a Program Advisor from among the SUC Brockport faculty members designated as Elementary Permanent Certification Program Advisors.

The Program Advisor will assist the candidate with career-development planning and the selection and scheduling of appropriate academic learning experiences. In the event that the candidate or the initial Program Advisor feels that the candidate's career development would be better facilitated by another Program Advisor, such a change will be made by the Advisement Coordinator. The candidate, the Program Advisor, and the Advisement Coordinator will maintain an up-to-date record of the candidate's progress in the program.

79.
If the candidate for permanent certification also becomes a candidate for a Masters Degree, the Advisement Coordinator will continue to be responsible for maintaining the records which provide the warrant to recommend permanent certification for the candidate. Consequently, at least two faculty members will be available to the candidate for guidance purposes.