Revision of MSEd in Adolescence English and Adolescence Social Studies Programs

The College at Brockport, College Senate

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Resolution #242012-2013
College Senate

TO: Dr. John R. Halstead, College President
FROM: The College Senate: 5/07/2013
RE: I. Formal Resolution (Act of Determination)
   II. Recommendation (Urging the Fitness of)
   III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Change MSEd in Adolescence English and Social Studies (#39_12-13GC)

Signed: Dawn Jones
(Dawn Jones, 2013-2014 College Senate President)
Date: 5/14/13

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dawn Jones, College Senate President
FROM: John R. Halstead, College President
RE: I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date**: Spring 2014
   **Implementation of resolution requires final approval from SUNY-State Education Department. YES
   b. Deferred for discussion with the Faculty Senate on ___/___/___
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ___/___/___
   b. Comment:

Signed: [Signature]
(Dr. John R. Halstead, President, The College at Brockport)
Date: 5/18/13

DISTRIBUTION:
Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28
Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphron@brockport.edu in the Vice Provost’s Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, i.e. Use a course number and/or title, indicate if for GED code, etc.
Revision of MSEd in Adolescence English and Adolescence Social Studies Programs

2. BRIEF DESCRIPTION OF PROPOSAL:
This proposal seeks to revise the current MSEd in Adolescence English and MSEd in Adolescence Social Studies in the following ways: Replace the nine credits of English Education and Social Studies Education courses with 12 credits in Humanities Education that will be common across both programs, and eliminate one three-credit elective and one three-credit research course in each program. The combined changes will reduce the current 33 credit MSEd in Adolescence English and MSEd in Adolescence Social Studies to 30 credits.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? _X_ NO ___ YES
   EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.
NA

5. HOW WILL THIS AFFECT TRANSFER STUDENTS: NA

6. ANTICIPATED EFFECTIVE DATE:
Spring 2014

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<table>
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<th>Name</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Don Halquist</td>
<td>Education and Human Development</td>
<td>5550</td>
<td><a href="mailto:dhalquis@brockport.edu">dhalquis@brockport.edu</a></td>
</tr>
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9. COMMITTEES: (Senate office use only)

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<td>Passed GED's go to Vice Provost</td>
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<tr>
<td>__ Graduate Curriculum &amp; Policies</td>
<td>College President</td>
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<td>__ Student Policies</td>
<td>OTHER</td>
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<tr>
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Revision of Existing Academic Programs

Rationale
This proposal seeks to revise the current MSEd in Adolescence English and MSEd in Adolescence Social Studies programs in the following ways:

1. Replace the nine credits of English Education and Social Studies Education courses with 12 credits in Humanities Education that will be common across both programs.
2. Eliminate one three-credit elective and one three-credit research course in each program.

The combined changes will reduce the current 33 credit MSEd in Adolescence English and MSEd in Social Studies to 30 credits.

We are seeking to revise the current MSEd in Adolescence English and MSEd in Adolescence Social Studies for several reasons, including:

1. The number of students entering each program makes it unsustainable to continue them as separate programs. Overall the last year, on average two students enroll in the MSEd in Adolescence English Education and three students enroll the MSEd in Adolescence Social Studies Education each semester.
2. The four proposed Humanities Education courses integrate pedagogy, theory and research across English and Social Studies education. This sequence of four courses replaces a sequence of subject specific pedagogy, theory and research courses in the current programs. Students from both programs will enroll in these courses, allowing us to combine and better use resources, while at the same time creating rich, integrated learning experiences.
3. The four proposed Humanities Education courses are designed with K-12 content/focus. We are submitting a separate proposal to revise the current MSEd in Elementary Education to include a concentration in Humanities Education. Students in that revised program will also complete this sequence of courses, thus further increasing enrollment in those courses.

This proposal maintains the alignment of six credits of core curriculum (EDI 601 and EDI 603) and the 12 credits of liberal arts credits, which the New York State Education Department (NYSED) defines as content linking, for the Adolescence English and Adolescence Social Studies programs.

Eighteen of the 30 credits in the proposed programs (six credits of core credits plus the 12 credits of Humanities Education course work) will be delivered in an online format. Seventy-two percent (13 of 18) full-time faculty in the Department of Education and Human Development are currently teaching or have taught online or hybrid courses. Seventy-five percent (3 of 4) of the full-time faculty slated to teach the proposed Humanities Education courses are teaching or have taught online or hybrid courses.

Students may take the 12 liberal arts content linking courses in either English or the social sciences as face-to-face, hybrid, or online courses. The English department is prepared to offer four online graduate courses, one a semester in rotation, depending on the availability of faculty. (See letter of support from Dr. Jennifer Haytock, Chair of English), and while no letter from the Department of History is included in this proposal, our discussions with them have been positive and encouraging and are continuing.
Curriculum of the current program and of the proposed revised curriculum
As indicated above, this proposal seeks to eliminate one three-credit elective and one three-credit research course in the Adolescence English and Adolescence Social Studies programs. Some of the content from the eliminated three-credit research course (EDI 600 Understanding Educational Research) will be infused across the four new Humanities courses.

Proposed Course Work for Concentration in Humanities Education

EDI 6XX  Humanities Education, K-12
Course Catalog Description: Explores elements of history, literature, the arts, philosophy, languages, and the social sciences as a way to understand how people process and document the human experience. Focuses on expanding connections between and among the various elements to support teaching and learning in and through the humanities in K-12 settings.

EDI 66X  Theory and Research in Humanities Education, K-12
Course Catalog Description: Examines humanistic knowledge as a means to understand the past and consider the future. Explores the meaning and possibilities of human existence through history, literature, the arts, philosophy, languages, and the social sciences to support teaching and learning in K-12 settings.

EDI 67X  Critical Issues in Humanities Education, K-12
Course Catalog Description: Explores aspects of moral, ethical, political and ideological forces and characteristics of civility, compassion and generosity, and cultural responsibilities in a global society. Considers aspects of educational reform within interdisciplinary and global contexts, and factors such as individual versus societal needs, quality of life, and other ethical issues relevant to K-12 settings.

EDI  78X  Capstone in Humanities Education, K-12
Course Catalog Description: Completion of the capstone is a scholarly experience that enhances students’ professional goals, and holds demonstrable significance for the field, for teaching practice, or for administration. The capstone project is negotiated between the student and the capstone advisor. Viable capstone projects may include traditional original research theses, interdisciplinary curriculum development projects, Humanities Education modules, or others as deemed appropriate.
Proposed MSEd in Adolescence English Education (30 credits)
Concentration in Humanities Education

For students initially certified in Adolescence English

<table>
<thead>
<tr>
<th>Current MSEd in Adolescence English</th>
<th>Credits</th>
<th>When Offered</th>
<th>Proposed MSEd in Adolescence English with Concentration in Humanities Education</th>
<th>Credits</th>
<th>When Offered</th>
</tr>
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<tbody>
<tr>
<td>EDI 600 Understanding Educational Research</td>
<td>3</td>
<td>fall/spring/summer</td>
<td>Eliminated</td>
<td>6XX Humanities Education, K-12</td>
<td>3</td>
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<tr>
<td>EDI 601 Diversity in Education in a Pluralistic Society</td>
<td>3</td>
<td>fall/spring/summer</td>
<td>EDI 601 Diversity in Education in a Pluralistic Society</td>
<td>3</td>
<td>fall/spring/summer</td>
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<tr>
<td>EDI 603 Educational Assessment and Evaluation</td>
<td>3</td>
<td>fall/spring</td>
<td>EDI 603 Educational Assessment and Evaluation</td>
<td>3</td>
<td>fall/spring</td>
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<tr>
<td>EDI 647 Teaching Adolescence Reading, Writing and Literature</td>
<td>3</td>
<td>fall</td>
<td>Eliminated</td>
<td>66X Theory and Research in Humanities Education, K-12</td>
<td>3</td>
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<tr>
<td>EDI 678 Issues in English Education</td>
<td>3</td>
<td>Spring</td>
<td>Eliminated</td>
<td>67X Critical Issues in Humanities Education, K-12</td>
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<tr>
<td>EDI 791 Seminar in English Education</td>
<td>3</td>
<td>Fall</td>
<td>Eliminated</td>
<td>Elective</td>
<td>3</td>
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<td>Liberal Arts (select from ENL 500 level or higher by advisement)</td>
<td>12</td>
<td>fall/spring/summer</td>
<td>Liberal Arts (select from ENL 500 level or higher by advisement)</td>
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<td>fall/spring/summer</td>
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Total credits  33  Total credits  30
Proposed MSEd in Adolescence Social Studies Education (30 credits)
Concentration in Humanities Education

For students initially certified in Adolescence Social Studies

<table>
<thead>
<tr>
<th>Current MSEd in Adolescence Social Studies</th>
<th>Credits</th>
<th>When Offered</th>
<th>Proposed MSEd in Adolescence Social Studies with Concentration in Humanities Education</th>
<th>Credits</th>
<th>When Offered</th>
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<tr>
<td>EDI 600 Understanding Educational Research</td>
<td>3</td>
<td>fall/spring/summer</td>
<td>Eliminated</td>
<td></td>
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<tr>
<td>EDI 601 Diversity in Education in a Pluralistic Society</td>
<td>3</td>
<td>fall/spring/summer</td>
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<td>fall/spring/summer</td>
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<td>EDI 603 Educational Assessment and Evaluation</td>
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<td>fall/spring</td>
<td>EDI 603 Educational Assessment and Evaluation</td>
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<td>fall/spring</td>
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<td>EDI 670 Issues in Social Studies Education</td>
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<td>EDI 674 Applied History Seminar</td>
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<td>EDI 794 Seminar in Social Studies Education</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>66X Theory and Research in Humanities Education, K-12</td>
<td>3</td>
<td>spring</td>
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<td></td>
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<td>67X Critical Issues in Humanities Education, K-12</td>
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<td>fall</td>
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<td>Elective</td>
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<td>fall/spring/summer</td>
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<td>78X Capstone in Humanities Education, K-12</td>
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<td>spring</td>
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<tr>
<td>Liberal Arts (select from HST 500 level or higher or ANT 501, CRJ 577, CRJ 585, ENL 584, ENL 505, ENL 534, ENL 555, ENL 595, ENL 596, FCE 520, PHL 591, SOC 512)</td>
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<td>fall/spring/summer</td>
<td>Liberal Arts (select from HST 500 level or higher or ANT 501, CRJ 577, CRJ 585, ENL 584, ENL 505, ENL 534, ENL 555, ENL 595, ENL 596, FCE 520, PHL 591, SOC 512)</td>
<td>12</td>
<td>fall/spring/summer</td>
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Total credits 33
Total credits 30
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<th>Frequency of Offerings</th>
<th>Faculty Name, Rank/Status</th>
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<td></td>
<td>Fall</td>
<td>Sandra Cimbricz, PhD Assistant Professor/Tenure Track</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mary Corey, PhD Associate Professor/Tenured</td>
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<td>Thomas Giblin, PhD Professor/Tenured</td>
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<tr>
<td></td>
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<td></td>
<td>Allison Wright, MEd QAR</td>
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<td>66X Theory and Research in Humanities Education, K-12</td>
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<td>78X Teaching Inclusively in the Humanities, K-12</td>
<td>66X and 67X</td>
<td>Spring</td>
<td>Sandra Cimbricz, PhD Assistant Professor/Tenure Track</td>
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<td></td>
<td>Allison Wright, MEd QAR</td>
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New Faculty
No new faculty are required to implement and sustain the proposed revised programs.

Description of Any Additional Costs
The current library and ITS resources are sufficient to support the proposed revised programs. No additional costs will be incurred.

Effective Date of the Change
We will admit students to the proposed programs the semester following approval of the programs by SUNY and NYSED. Course substitutions will be used to support students’ completion of the current programs as appropriate.

To: Members of the Graduate Curriculum and Policies Committee
From: Don Halquist, Chair, Department of Education and Human Development
I write to offer my strongest support for the revised Adolescence English and the Adolescence Social Studies MSEd programs. As indicated in the proposal, our enrollment in these programs has declined to a point that continuing them raises concern, and reinforces the fact that we simply do not have the luxury of continuing to do business as usual. The good news is that I am surrounded by colleagues in the Department of Education and Human Development and from across campus who realize the severity of the situation, recognize the need for change and are willing to come together to create realistic and viable alternatives.

As outlined in the proposal, we anticipate that combining 12 credits of course work across the English and Social Studies MSEd programs, coupled with the existing six credits of core course work, will boost enrollment in both programs as well as our proposed revised MSEd in Elementary Education program (separate proposal). We also believe that combining the course work will enable us to maximize resources, maintain the significant level of quality and rigor that exists in the current programs while shifting the emphasis to Humanities Education, an area of study that holds rich potential for K-12 teachers and their students. The 12 credits of Humanities Education course work in the proposed programs are designed to enhance our graduate students’ abilities to teach with and through an interdisciplinary framework grounded in the humanities. Our newest Literacy Education faculty member—Dr. Sandra Cimbricz—has significant interest in and experience with Humanities Education, which will enhance and contribute positively to the areas of expertise offered by the other faculty members slated to teach courses in the concentration—Dr. Mary Corey, Ms. Allison Wright (currently ABD at University of Buffalo, SUNY) and Dr. Tom Giblin.

Offering 18 of the 30 credits in the proposed programs (six credits of core credits plus the 12 credits of Humanities Education course work) through an online format will enable graduate students flexibility in terms of access, time, pace and convenience, all aspects of learning important to adult learners. In addition, an online format will enable faculty and students to draw on web-based resources and technologies to facilitate and enhance communication, and teaching and learning opportunities.

Survey results from our current undergraduates indicate that they have a strong interest in online courses, and the online sections of our courses are consistently the first to fill and often generate a wait list. Thanks to the continued work of Eileen Daniel, Karen Schuhle-Williams, Ann Pearlman, Brendon Post and others, we have an infrastructure of support locally—IT and Special Sessions—and system-wide—SUNY Learning Network—to maintain functionality and sustainability.

As also indicated in the proposal, my colleagues have significant experience and success teaching in online and hybrid formats, and I fully expect given their motivation and interest that they will continue to excel in their efforts; in fact, it’s exciting to consider the possibilities.

The combination of these various factors indicates to me that the revised programs are well-positioned for success.
Dear Don,

I am pleased to offer the English department's support for the Education department's proposed new MSEd. Your new program will allow students to complete their education more quickly by lowering the number of required credits from 33 to 30. Further, the hybrid format will offer students flexibility in completing their course work.

The English department is prepared to offer four online graduate courses, one a semester in rotation, depending on the availability of faculty. These four courses will supplement our current in-person course offerings, from which Education MS students may also choose. While the English department is still building our online offerings, I expect that we will be able to offer the following online courses beginning in the spring of 2014:

--ENG 582 Children’s Literature
--LIS/ENG 7xx Evil in Literature
--ENG 633 Studies in American Literature after 1870
--ENG 6xx Cosmopolitanism, Nationalism, and the Origins of Human Rights

I am looking forward to working with you in your new venture.

Best wishes,
Jennifer

Dr. Jennifer Haytock
Chair and Professor, English Department
Hartwell 211
SUNY The College at Brockport
Brockport, NY 14420
585.395.5832
Dear Don,

Please accept this email in support of the proposed revision of the EHD professional MSEd programs.

These proposals will be beneficial in at least three ways:
1) Reduction of credits from 33 to 30;
2) Creation of a set of common courses shared across all or some of the professional MSEd programs; and
3) Provision of EHD courses (18 of 30 credits) in an online format.

Thank you for your work in revising these programs to serve the needs of our students.

Sincerely,

Douglas M. Scheidt, Ph.D.
Dean, School of Education & Human Services
Dean, Professional Education Unit
SUNY College at Brockport
350 New Campus Drive
Brockport, NY 14420

Voice: 585.395.2510
Fax: 585.395.2172
COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS:  FEBRUARY 28
Incomplete proposals will be returned and proposals received after the
deadline may not be reviewed until next semester.

INSTRUCTIONS
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3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?  X  NO  ___ YES
EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS
PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.
NA

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:  NA

6. ANTICIPATED EFFECTIVE DATE:  Spring 2014

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

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<td>Education and Human Development</td>
<td>5550</td>
<td><a href="mailto:dhalquis@brockport.edu">dhalquis@brockport.edu</a></td>
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<td>__ Faculty &amp; Professional Staff Policies</td>
<td>Senate</td>
<td>4/22/13, 5/6/13</td>
</tr>
<tr>
<td>__ General Education &amp; Curriculum Policies</td>
<td>Passed GED’s go to Vice Provost</td>
<td></td>
</tr>
<tr>
<td>X Graduate Curriculum &amp; Policies</td>
<td>College President</td>
<td>5/16/13</td>
</tr>
<tr>
<td>__ Student Policies</td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>__ Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED -WITHDRAWN</td>
<td></td>
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</tbody>
</table>

NOTES:
Revision of Existing Academic Programs

Rationale
This proposal seeks to revise the current MSEd in Adolescence English and MSEd in Adolescence Social Studies programs in the following ways:

1. Replace the nine credits of English Education and Social Studies Education courses with 12 credits in Humanities Education that will be common across both programs.
2. Eliminate one three-credit elective and one three-credit research course in each program.

The combined changes will reduce the current 33 credit MSEd in Adolescence English and MSEd in Social Studies to 30 credits.

We are seeking to revise the current MSEd in Adolescence English and MSEd in Adolescence Social Studies for several reasons, including:

1. The number of students entering each program makes it unsustainable to continue them as separate programs. Overall the last year, on average two students enroll in the MSEd in Adolescence English Education and three students enroll the MSEd in Adolescence Social Studies Education each semester.
2. The four proposed Humanities Education courses integrate pedagogy, theory and research across English and Social Studies education. This sequence of four courses replaces a sequence of subject specific pedagogy, theory and research courses in the current programs. Students from both programs will enroll in these courses, allowing us to combine and better use resources, while at the same time creating rich, integrated learning experiences.
3. The four proposed Humanities Education courses are designed with K-12 content/focus. We are submitting a separate proposal to revise the current MSEd in Elementary Education to include a concentration in Humanities Education. Students in that revised program will also complete this sequence of courses, thus further increasing enrollment in those courses.

This proposal maintains the alignment of six credits of core curriculum (EDI 601 and EDI 603) and the 12 credits of liberal arts credits, which the New York State Education Department (NYSED) defines as content linking, for the Adolescence English and Adolescence Social Studies programs.

Eighteen of the 30 credits in the proposed programs (six credits of core credits plus the 12 credits of Humanities Education course work) will be delivered in an online format. Seventy-two percent (13 of 18) full-time faculty in the Department of Education and Human Development are currently teaching or have taught online or hybrid courses. Seventy-five percent (3 of 4) of the full-time faculty slated to teach the proposed Humanities Education courses are teaching or have taught online or hybrid courses.

Students may take the 12 liberal arts content linking courses in either English or the social sciences as face-to-face, hybrid, or online courses. The English department is prepared to offer four online graduate courses, one a semester in rotation, depending on the availability of faculty. (See letter of support from Dr. Jennifer Haytock, Chair of English), and while no letter from the Department of History is included in this proposal, our discussions with them have been positive and encouraging and are continuing.
Curriculum of the current program and of the proposed revised curriculum
As indicated above, this proposal seeks to eliminate one three-credit elective and one three-credit research course in the Adolescence English and Adolescence Social Studies programs. Some of the content from the eliminated three-credit research course (EDI 600 Understanding Educational Research) will be infused across the four new Humanities courses.

Proposed Course Work for Concentration in Humanities Education

EDI 6XX  Humanities Education, K-12
Course Catalog Description: Explores elements of history, literature, the arts, philosophy, languages, and the social sciences as a way to understand how people process and document the human experience. Focuses on expanding connections between and among the various elements to support teaching and learning in and through the humanities in K-12 settings.

EDI 66X  Theory and Research in Humanities Education, K-12
Course Catalog Description: Examines humanistic knowledge as a means to understand the past and consider the future. Explores the meaning and possibilities of human existence through history, literature, the arts, philosophy, languages, and the social sciences to support teaching and learning in K-12 settings.

EDI 67X  Critical Issues in Humanities Education, K-12
Course Catalog Description: Explores aspects of moral, ethical, political and ideological forces and characteristics of civility, compassion and generosity, and cultural responsibilities in a global society. Considers aspects of educational reform within interdisciplinary and global contexts, and factors such as individual versus societal needs, quality of life, and other ethical issues relevant to K-12 settings.

EDI 78X  Capstone in Humanities Education, K-12
Course Catalog Description: Completion of the capstone is a scholarly experience that enhances students’ professional goals, and holds demonstrable significance for the field, for teaching practice, or for administration. The capstone project is negotiated between the student and the capstone advisor. Viable capstone projects may include traditional original research theses, interdisciplinary curriculum development projects, Humanities Education modules, or others as deemed appropriate.
Proposed MSEd in Adolescence English Education (30 credits)
Concentration in Humanities Education

For students initially certified in Adolescence English

<table>
<thead>
<tr>
<th>Current MSEd in Adolescence English</th>
<th>Credits</th>
<th>When Offered</th>
<th>Proposed MSEd in Adolescence English with Concentration in Humanities Education</th>
<th>Credits</th>
<th>When Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 600 Understanding Educational Research</td>
<td>3</td>
<td>fall/spring/summer</td>
<td>Eliminated</td>
<td></td>
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<tr>
<td>EDI 601 Diversity in Education in a Pluralistic Society</td>
<td>3</td>
<td>fall/spring/summer</td>
<td>EDI 601 Diversity in Education in a Pluralistic Society</td>
<td>3</td>
<td>fall/spring/summer</td>
</tr>
<tr>
<td>EDI 603 Educational Assessment and Evaluation</td>
<td>3</td>
<td>fall/spring</td>
<td>EDI 603 Educational Assessment and Evaluation</td>
<td>3</td>
<td>fall/spring</td>
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<tr>
<td>EDI 647 Teaching Adolescence Reading, Writing and Literature</td>
<td>3</td>
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<tr>
<td>EDI 678 Issues in English Education</td>
<td>3</td>
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<tr>
<td>EDI 791 Seminar in English Education</td>
<td>3</td>
<td>Fall</td>
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</table>

6XX Humanities Education, K-12
3 Fall

66X Theory and Research in Humanities Education, K-12
3 Spring

67X Critical Issues in Humanities Education, K-12
3 Fall

Elective
3 fall/spring/summer
Eliminated

78X Capstone in Humanities Education, K-12
3 Spring

Liberal Arts (select from ENL 500 level or higher by advisement)
12 fall/spring/summer
Liberal Arts (select from ENL 500 level or higher by advisement)
12 fall/spring/summer

Total credits 33 Total credits 30
Proposed MSEd in Adolescence Social Studies Education (30 credits)
Concentration in Humanities Education

For students initially certified in Adolescence Social Studies

<table>
<thead>
<tr>
<th>Current MSEd in Adolescence Social Studies</th>
<th>Credits</th>
<th>When Offered</th>
<th>Proposed MSEd in Adolescence Social Studies with Concentration in Humanities Education</th>
<th>Credits</th>
<th>When Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 600 Understanding Educational Research</td>
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<td>fall/summer</td>
<td>Eliminated</td>
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<tr>
<td>EDI 601 Diversity in Education in a Pluralistic Society</td>
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<td>EDI 601 Diversity in Education in a Pluralistic Society</td>
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<td>fall/summer</td>
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<tr>
<td>EDI 603 Educational Assessment and Evaluation</td>
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<td>EDI 603 Educational Assessment and Evaluation</td>
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<td>EDI 670 Issues in Social Studies Education</td>
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<td>EDI 674 Applied History Seminar</td>
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<td>EDI 794 Seminar in Social Studies Education</td>
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<td>6XX Humanities Education, K-12</td>
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<td>66X Theory and Research in Humanities Education, K-12</td>
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<td>spring</td>
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<td>67X Critical Issues in Humanities Education, K-12</td>
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<tr>
<td>Elective</td>
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<td>fall/summer</td>
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<td>78X Capstone in Humanities Education, K-12</td>
<td>3</td>
<td>spring</td>
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<td>Liberal Arts (select from HST 500 level or higher or ANT 501, CRJ 577, CRJ 585, ENL 584, ENL 505, ENL 534, ENL 555, ENL 595, ENL 596, FCE 520, PHL 591, SOC 512)</td>
<td>12</td>
<td>fall/summer</td>
<td>Liberal Arts (select from HST 500 level or higher or ANT 501, CRJ 577, CRJ 585, ENL 584, ENL 505, ENL 534, ENL 555, ENL 595, ENL 596, FCE 520, PHL 591, SOC 512)</td>
<td>12</td>
<td>fall/summer</td>
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<tr>
<td><strong>Total credits</strong></td>
<td>33</td>
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<td><strong>Total credits</strong></td>
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<td>New Course</td>
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<td>Frequency of Offerings</td>
<td>Faculty Name, Rank/Status</td>
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<td>6XX Humanities Education, K-12</td>
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<td>Fall</td>
<td>Sandra Cimbricz, PhD Assistant Professor/Tenure Track</td>
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<td></td>
<td></td>
<td></td>
<td>Mary Corey, PhD Associate Professor/Tenured</td>
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<td></td>
<td></td>
<td>Thomas Giblin, PhD Professor/Tenured</td>
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<td></td>
<td></td>
<td>Allison Wright, MSEd QAR</td>
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<tr>
<td>66X Theory and Research in Humanities Education, K-12</td>
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<td>Spring</td>
<td>Sandra Cimbricz, PhD Assistant Professor/Tenure Track</td>
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<tr>
<td>67X Critical Issues in Humanities Education, K-12</td>
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<td>Fall</td>
<td>Sandra Cimbricz, PhD Assistant Professor/Tenure Track</td>
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<td>Allison Wright, MSEd QAR</td>
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<td>78X Teaching Inclusively in the Humanities, K-12</td>
<td>66X and 67X</td>
<td>Spring</td>
<td>Sandra Cimbricz, PhD Assistant Professor/Tenure Track</td>
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<td>Mary Corey, PhD Associate Professor/Tenured</td>
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<td></td>
<td>Allison Wright, MSEd QAR</td>
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</tbody>
</table>
New Faculty
No new faculty are required to implement and sustain the proposed revised programs.

Description of Any Additional Costs
The current library and ITS resources are sufficient to support the proposed revised programs. No additional costs will be incurred.

Effective Date of the Change
We will admit students to the proposed programs the semester following approval of the programs by SUNY and NYSED. Course substitutions will be used to support students’ completion of the current programs as appropriate.
To: Members of the Graduate Curriculum and Policies Committee
From: Don Halquist, Chair, Department of Education and Human Development
Re: Revision of MSEd in Adolescence English and MSEd in Adolescence Social Studies programs
Date: February 21, 2013

I write to offer my strongest support for the revised Adolescence English and the Adolescence Social Studies MSEd programs. As indicated in the proposal, our enrollment in these programs has declined to a point that continuing them raises concern, and reinforces the fact that we simply do not have the luxury of continuing to do business as usual. The good news is that I am surrounded by colleagues in the Department of Education and Human Development and from across campus who realize the severity of the situation, recognize the need for change and are willing to come together to create realistic and viable alternatives.

As outlined in the proposal, we anticipate that combining 12 credits of course work across the English and Social Studies MSEd programs, coupled with the existing six credits of core course work, will boost enrollment in both programs as well as our proposed revised MSEd in Elementary Education program (separate proposal). We also believe that combining the course work will enable us to maximize resources, maintain the significant level of quality and rigor that exists in the current programs while shifting the emphasis to Humanities Education, an area of study that holds rich potential for K-12 teachers and their students. The 12 credits of Humanities Education course work in the proposed programs are designed to enhance our graduate students’ abilities to teach with and through an interdisciplinary framework grounded in the humanities. Our newest Literacy Education faculty member—Dr. Sandra Cimbricz—has significant interest in and experience with Humanities Education, which will enhance and contribute positively to the areas of expertise offered by the other faculty members slated to teach courses in the concentration—Dr. Mary Corey, Ms. Allison Wright (currently ABD at University of Buffalo, SUNY) and Dr. Tom Giblin.

Offering 18 of the 30 credits in the proposed programs (six credits of core credits plus the 12 credits of Humanities Education course work) through an online format will enable graduate students flexibility in terms of access, time, pace and convenience, all aspects of learning important to adult learners. In addition, an online format will enable faculty and students to draw on web-based resources and technologies to facilitate and enhance communication, and teaching and learning opportunities.

Survey results from our current undergraduates indicate that they have a strong interest in online courses, and the online sections of our courses are consistently the first to fill and often generate a wait list. Thanks to the continued work of Eileen Daniel, Karen Schuhle-Williams, Ann Pearlman, Brendon Post and others, we have an infrastructure of support locally—IT and Special Sessions—and system-wide—SUNY Learning Network—to maintain functionality and sustainability.

As also indicated in the proposal, my colleagues have significant experience and success teaching in online and hybrid formats, and I fully expect given their motivation and interest that they will continue to excel in their efforts; in fact, it’s exciting to consider the possibilities.
The combination of these various factors indicates to me that the revised programs are well-positioned for success.

Re: English department support of new Education MS Ed
From: Haytock, Jennifer jhaytock@brockport.edu
Date: Tue 2/26/2013 4:54 PM

Dear Don,

I am pleased to offer the English department's support for the Education department's proposed new MSEd. Your new program will allow students to complete their education more quickly by lowering the number of required credits from 33 to 30. Further, the hybrid format will offer students flexibility in completing their course work.

The English department is prepared to offer four online graduate courses, one a semester in rotation, depending on the availability of faculty. These four courses will supplement our current in-person course offerings, from which Education MS students may also choose. While the English department is still building our online offerings, I expect that we will be able to offer the following online courses beginning in the spring of 2014:

--ENG 582 Children's Literature
--LIS/ENG 7xx Evil in Literature
--ENG 633 Studies in American Literature after 1870
--ENG 6xx Cosmopolitanism, Nationalism, and the Origins of Human Rights

I am looking forward to working with you in your new venture.

Best wishes,
Jennifer

Dr. Jennifer Haytock
Chair and Professor, English Department
Hartwell 211
SUNY The College at Brockport
Brockport, NY 14420
585.395.5832
EHD Revision of MSEd programs

2/20/2013

Dear Don,

Please accept this email in support of the proposed revision of the EHD professional MSEd programs.

These proposals will be beneficial in at least three ways:

1) Reduction of credits from 33 to 30;
2) Creation of a set of common courses shared across all or some of the professional MSEd programs; and
3) Provision of EHD courses (18 of 30 credits) in an online format.

Thank you for your work in revising these programs to serve the needs of our students.

Sincerely,

Douglas M. Scheidt, Ph.D.
Dean, School of Education & Human Services
Dean, Professional Education Unit
SUNY College at Brockport
350 New Campus Drive
Brockport, NY 14420

Voice: 585.395.2510
Fax: 585.395.2172
To Whom It May Concern:

I support the proposed 30 credit MSEd program with a humanities concentration. This proposed program maintains academic rigor and quality, delivers a more efficient curriculum, and offers flexible instructional delivery that will appeal to many graduate students in the region and beyond.

Sincerely,

James Spiller
Dean of the Graduate School