

4-28-1980

Proposed Revisions to the Certification / Degree Program, M.S. in Education: reading Teacher (or Alternate Degree M.P.S.: Reading Teacher)

The College at Brockport, College Senate

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Resolution #34
1979-1980

Routing #35 79-80

Proposed Revisions to the Certification
Degree Program, M.S. in Education:
Reading Teacher (or Alternate Degree
M.P.S.: Reading Teacher)

Resc
TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on 1/23/80
(Date)

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

SUBJECT: Proposed Revisions to the Certification/Degree Program, M.S. in Education:
Reading Teacher (or Alternate Degree M.P.S.: Reading Teacher)

(see attached)

Signed Robert G. Kemmerling Date Sent 5/16/80
(For the Senate) J. Mad
Robert G. Kemmerling, President, Faculty Senate

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date 5/22/80
- 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: Douglas
Others as identified:

Distribution Date: _____

Signed: Albert Brown
(President of the College)

Date Received by the Senate: _____

STATE UNIVERSITY COLLEGE
Brockport, New York

Faculty Senate Meeting 4/28/80
Agenda Item VI. B.

PROPOSED REVISIONS TO THE CERTIFICATION/DEGREE PROGRAM, M.S. IN EDUCATION:
READING TEACHER (OR ALTERNATE DEGREE M.F.S.: READING TEACHER)

The credit load for EDI 795: Seminar in Reading Instruction will be increased from 3 hours to 6 hours to reflect increased learning competencies. The total hours for the program will be increased from 30 hours to 33 hours.

Rationale for Altering the 30 Hour M.S. in Education: Reading Teacher Program

1. When the graduate reading program was established twelve years ago most of the students produced a colloquial paper on a project. However now all the students are engaged in an empirical investigation which requires attendance in EDI 795, Seminar in Reading Instruction, for two, three and sometimes four semesters.
2. F.T.E. generation is seriously affected by the fact that three graduate faculty are always present at each session of the seminar and yet it sometimes occurs that seventy-five percent of the students are not actually enrolled but are "in progress" (a grading category which Brockport doesn't have, however "taking an incomplete" is inappropriate).
3. Since 1978 the College Reading Association, a national organization, has an annual Masters thesis award competition. In 1978 Brockport won first place; University of Pittsburgh, second; and Purdue, third. In 1979 Brockport won first, second and third places. This national recognition of the quality of the thesis research conducted at Brockport alone should justify bringing the seminar credit into line with the six graduate credits offered by most graduate programs on campus.
4. Allowing that the main reason for this request is to undo an earlier error (i.e. Maintaining the Seminar as a three credit course when the program was re-registered in 1977) new competencies have been added. These include the use of the computer terminal to analyze data using several different statistics, writing a two-ten page abstract for inclusion in the annual monograph in reading research at Brockport, and additional hours in library research.

Presently the M.S. in Education: Reading Teacher Program is the only masters program in the Department of Curriculum and Instruction which requires only thirty hours.

The graduate reading faculty - Dr. Gerald L. Begy, Dr. Frances Moroney-Whited, and Dr. Arthur E. Smith.

3, 1980



To: Dr. Frederick Burelbach, Chairman
Senate Graduate Policies Committee
From: The Graduate Faculty in Reading Education
Drs. Begy, Moroney-Whited, Smith
Re: Programmatic Change Notification

Dr. Burelbach:

Upon the advice of the Senate Graduate Policies Committee (November 12, 1979) the graduate faculty in reading education would like to notify the Graduate Policies Committee of a change in its certification/degree program: M.S. in Education: Reading Teacher (or alternate degree - M.P.S.: Reading Teacher). Presently the culminating course in the reading core, EDI 795 Seminar in Reading Instruction, is offered for three (3) credits. In the Fall of 1980 this course would be offered for six (6) credits, altering the program from thirty (30) hours to thirty-three (33). The increased learning (additional competencies) are stated below.

This program is presently the only one in the department with a total of only thirty hours. The seminar (thesis writing) usually requires attendance for two or three semesters. The time and involvement on the part of the staff as well as students are not reflected in the three hours of graduate credit.

Increased Learning

In addition to the existing competencies (attached) the S will:

1) utilize the computer terminal to run data on three of the following statistics:

- correlation
- t-test (independent or dependent)
- ANOVA
- Regression analysis
- Chi-square

2) Upon completion of the thesis, the S will write a 2-10 page abstract for inclusion in the annual monograph on reading research at Brockport.

3) The S will ^{select} a minimum number of 6 hours of ^{selected} time critiquing talks on reading education from ^{the J.A.B. Series on Reading Lectures} ^{has} been purchased by Drake Library. Fifty-three lectures cover a wide range of topics dealing either directly or indirectly with reading education. The S will select those appropriate to his/her interests and/or needs. Critiques, in duplicate, will be submitted to the seminar staff (format and annotated subject listing to be provided).

To this point we have: obtained the support of the unit head, the department, and Dean Phillips. Letters of intent and requests for reaction have been sent to members of the policy board. Dr. Phillips called Albany and wrote me a memo (2/18) which states "all we need to do is provide written notification to Central Office (SUNY) of the change--when it has cleared all local procedures."

Sincerely,

The Graduate Faculty in Reading Education
Drs. Begy, Moroney-Whited, Smith
cc: Dr. Rotsy Balzano, Unit Chairperson
Department of Curriculum & Instruction 710-395-2205

State University of New York College at Brockport Brockport, New York 14420

EDJ 795 Seminar in Reading Instruction

Knowledge, Skills, Attitudes	Assessment Procedures	Assessment Conditions	Assessment Standards
795.01 <u>S</u> will prepare a written prospectus of the thesis.	Planned with advisor	Presented in class Critiques presented in writing by all class participants	Instructors and all class participants judge adequacy based on the presenter's identification of the problem, the quality of the initial literature review, the identification of the procedure and organization.
795.02 <u>S</u> will write critiques of other class participants' prospecti.	Independent work Format provided	Presented in class One copy for the presenter and another for instructors	Instructors judge adequacy based on the S's ability to assess individual prospecti.
795.03 Upon final approval of the prospectus the <u>S</u> conducts the research analyzes the data, and writes the thesis.	With advisement APA format used	With advisement	Adequacy judged by two graduate reading faculty and the chairperson of the departmenta graduate policies committee.
795.04 <u>S</u> will prepare and present an inservice session utilizing a basic lesson plan format.	Planned with advisor Format provided	Class presentation and discussion	Instructors and all class participants judge adequacy based on the presenter's ability to achieve the written behavior objective; also based on content planning, innovation and practicality.
795.05 <u>S</u> will utilize the computer terminal to run data on three of the following statistics: Correlation t-test (independent or dependent) ANOVA regression analysis Chi-square	Planned with advisor	Utilizing computer terminal	Instructors judge accuracy in application of computer techno.
5.06 Upon completion of the thesis, the <u>S</u> will write a 2-10 page abstract for inclusion in the annual <u>Journal on Reading Research at Brockport</u>	Developing from students thesis Planned with advisor	In conference with advisor	Instructors evaluate adequacy of research abstract to assure writing is of publishable quality.

795 Seminar in Reading Instruction

Knowledge, Skills, Attitudes

Assessment Procedures

Assessment Conditions

Assessment Standards

795.07 S will spend a minimum of 6 hours critiquing J.A.B. audio tapes.

Written critiques

Presented to instructors. Periodic discussion among seminar participants.

Instructor judges adequacy. Critiques should reflect a high level of proficiency and knowledge in the field. Ability to perceive relationships with other sources should be evident.