

4-28-1980

## Program Revision - Elementary Competency Based Teacher Education Program

The College at Brockport, College Senate

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Routing #39 79-80

Resolution #37  
1979-1980

Program Revision - Elementary  
Competency Based Teacher Education  
Program

Resol:  
TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on 4/28/80  
(Date)

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

SUBJECT: Program Revision - Elementary Competency Based Teacher Education Program

(see attached)

Signed Robert G. Kemmerling Date Sent 5/6/80  
(For the Senate in a d)  
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:

*Change of title  
should be considered  
Douglas*

DISTRIBUTION: Vice Presidents: \_\_\_\_\_

Others as identified: \_\_\_\_\_

Distribution Date: 5/22/80

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

Date Received by the Senate: \_\_\_\_\_

PROGRAM REVISION  
(ELEMENTARY) COMPETENCY BASED TEACHER <sup>Elementary</sup> EDUCATION PROGRAM

Submitted by:  
The Department of Curriculum  
and Instruction  
March 2, 1980

Outline of  
BASIS FOR REVISION

The proposed revision to the Elementary Competency Based Teacher Education program is based upon the following points:

1. Initial acceptance of the Elementary CBTE program was contingent upon periodic review of the program in which feedback from public school teachers and administrators, students in the program, and New York State Education Department personnel would be solicited;
2. Changes in the program would be made if feedback from involved parties so warranted;
3. Course hour credit should bear a close resemblance to clock hours required;
4. A sequential approach to learning is preferable;
5. Federal and state legislation and/or guidelines of the past few years make the inclusion of additional content and competencies necessary; and
6. The demands of the teacher market necessitate the production of a highly qualified individual who can successfully compete with teacher candidates from other institutions.

RATIONALE FOR REVISION OF THE  
ELEMENTARY COTE PROGRAM

The pre-service program in elementary teacher education offered by the Department of Curriculum and Instruction was created in conjunction with public school personnel replying to the New York State Education Department mandate that all teacher education programs be competency based. Commitment to site and policy board public school members was made and, indeed, program approval was made dependent upon the requirement that continuous program feedback and evaluation would take place.

The existing program is now five years old and recently underwent a formal State Education Department evaluation. The results of that evaluation coupled with feedback from public school administrators and teachers, students registered in the program, and departmental staff has resulted in several recommendations which have been incorporated into the program revision.

In developing this revision it was believed that courses and course content should be sequenced so that what follows may build upon what precedes. In an attempt to limit the amount of overlap between courses and to provide a larger block of time for an introductory course (Foundations Core for Teaching), much of the content formerly contained within EDU 304 (Foundations of Education) and EDI 401 (Psychological Applications in Education) has been reorganized into a new course. Recognizing that many learnings are better assimilated at the time of maximum involvement in a field setting (Practicum), provision has been made for students to take a Professional Development Seminar in conjunction with their student teaching semester.

The addition of DBD 311 (The Exceptional Individual) as a new requirement is a direct result of Federal and State legislation requiring a free and appropriate education for all children with handicapping conditions in the

least restrictive environment. This requirement has obvious and direct implications for any institution engaging in teacher preparation.

In 1975-76 the College at Brockport received the first of several awards termed Deans' Grants, from the Bureau of Education for the Handicapped, United States Office of Education. These awards were for faculty inservice and program improvement. Work on program development in conjunction with the Deans' Grants during the past several years has resulted in application of methodology as taught in the methods courses to the teaching of students with special needs. At this time students registered for the "Methods Block" (EDI 301, 302, 303, and 304) spend almost twice as many clock hours in the courses as they receive in course credit. Both because of additional content and in fairness to students it seems reasonable to propose the modest (and minimal, 5 credit hour per course) increase in hours for this aspect of the pre-service teacher's preparation.

The matter of competition for jobs within the teaching profession has been well documented. However, there are always positions available for the exceptionally well qualified individual. In order to make our students competitive and keep our program viable and capable of attracting the best students it is crucial that we offer a program which is equal to or superior to the best programs offered by other institutions involved with teacher preparation.

STRUCTURE: PROPOSED REVISION OF ELEMENTARY CBTE PROGRAM

Required Courses	Hours
* EDI 301 Methods of Teaching Elementary School Science	2
* EDI 302 Methods of Teaching Elementary School Mathematics	2
* EDI 303 Methods of Teaching Elementary Social Studies	2
* EDI 304 Methods of Teaching Elementary School Language Arts	2
EDI 305 Practicum in Elementary Education	12
* EDI 306 Professional Development Seminar	1
* EDI 300 Foundations Core for Teaching	4
EDI 437 Developmental Reading Instruction	3
EDI 438 Diagnostic Reading Instruction	3
* DBD 311 Exceptional Individual	3
PSH 384 Developmental Psychology	3
HLS 370 Drug Education for Teachers	1
Total	38

\* Represents change from present program

SUMMARY OF CHANGES FROM EXISTING PROGRAM

- EDI 301, 302, 303 and 304 are increased by .5 credit hours per course.
- EDI 300 and EDI 306 represent a melding and restructuring of the content of two previous courses with a 6 credit hour total into two new courses with a credit hour total of 5.
- DBD 311 is a new course requirement.

ELEMENTARY CBTE PROGRAM PRIOR TO REVISION

Required Courses		Hours
EDI 301	Teaching Elementary School Science	1.5
EDI 302	Teaching Elementary School Math	1.5
EDI 303	Teaching Elementary School Social Studies	1.5
EDI 304	Teaching Elementary School Language Arts	1.5
EDI 305	Practicum in Elementary Education	12
EDI 401	Psychological Applications in Education	3
EDI 437	Developmental Reading Instruction	3
EDI 438	Diagnostic Reading Instruction	3
EDU 304	Foundations of Education	3
PSH 384	Developmental Psychology	3
HLS 370	Drug Education for Teachers	<u>1</u>
Total		34.0

EDI 301, 302, 303, and 304 are taken concurrently. EDI 437 is a pre-requisite for EDI 438. This is also true in the revision.



Schematic View by Phase  
 PROPOSED REVISION: ELEMENTARY COMPETENCY BASED TEACHER EDUCATION PROGRAM

PHASE	MAJOR FOCUS	CREDIT HOURS TOTAL - 38	DURATION	REQUIRED COURSES		CRS.	
				SEQUENCED	NON-SEQUENCED		
I	Foundations	10-14	One or More Semesters	EDI 300 Foundations Core for Teaching Developmental Psychology DBD 311 Exceptional Individual	HLS 370 Drug Education for Teachers EDI 437 Developmental Reading Instr. (Pre-requisite to EDI 438)	4 3 3	1 3
				*EDI 301 Meth. of Teach. Elem. Sch. Science	HLS 370 EDI 437 EDI 438 Diagnostic Reading Instr.	2 2	1 3 3
				*EDI 302 Meth. of Teach. Math *EDI 303 Meth. of Teach. Elem. Soc. Stu. *EDI 304 Meth. of Teach. Elem. Lang. Arts		2 2 2	
III	Practice	13-17	One Semester	EDI 305 Practicum in Elem. Education EDI 306 Professional Development Sem.	HLS 370 EDI 438	12 1	1 3

## OVERVIEW

### FOUNDATIONS CORE IN TEACHING (4 hours)

The purpose of the Foundations Core in Teaching is to provide the student with knowledge and experiences basic to becoming a capable teacher. As the title suggests, this course will provide the structure or foundation upon which the subsequent courses and experiences in the program will build. While educators may differ as to when and how the objectives which follow should be learned, there is little doubt that they are crucial possessions to be gained by any individual who expects to master the art and science of teaching. The following are representative of what is considered vital to the development of a teacher at this phase in his/her program.

#### I. AIMS AND GOALS OF AMERICAN EDUCATION

Demonstrate an understanding of the major historical, philosophical, social, economic and political influences upon education and the implications that these have for the future.

#### II. LEARNING THEORY

Demonstrate an understanding of the nature of both learning and teaching including styles and types of learning, motivational theory and individual differences.

#### III. BEHAVIOR MANAGEMENT

Demonstrate an understanding of the importance of as well as an ability to engage in communication skill building and positive interpersonal relations. Develop a knowledge of the various theories related to classroom management and control.

#### IV. MEASURING AND EVALUATING HUMAN PERFORMANCE

Demonstrate an understanding of the basic purpose of measurement and evaluation and a knowledge of the terminology, concepts and skills associated with assessing and evaluating pupil progress.

EXPECTED OUTCOMES

Overview

PROFESSIONAL DEVELOPMENT SEMINAR (1 hour)

The purpose of the Professional Development Seminar is to provide additional kinds of support and encouragement for the individual who is in the process of becoming a competent teacher.

Students will meet with fellow Student Teachers, Clinical Professors, and other resource personnel and will demonstrate the ability to:

1. define immediate concerns and generate possible solutions.
2. discuss common problems encountered by all Student Teachers.
3. link previous or on-going Course Work (knowledge base of content areas, learning theories and child behaviors) with actual classroom practice.
4. examine instructional techniques and materials for curricular areas.
5. utilize self-evaluation and evaluation by others for continuous growth.
6. examine your own goals in relation to your personal adjustment and professional growth.
7. acquire content knowledge appropriate to this phase in the program.