

2-10-1986

Alternative MS in Education: Elementary

The College at Brockport, College Senate

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solution #12

Dr. H. Jayne Vogan
President
Faculty Senate
Campus

TO: President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on 2/10/86
(Date)

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

SUBJECT: "Alternative M.S. in Education: Elementary"



Signed [Signature] Date Sent 2/12/86
(For the Senate)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date Full 8/6
- 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: _____

Others: _____

Distribution Date: 2/10/86

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

REPORT
University of New York
Brockport
Brockport, New York 14420
Department of Education and Human Development
16 395 2205

January 2, 1985

TO: Graduate Policies Committee
Faculty Senate

FROM: Don Johnson, Chairperson
Education and Human Development

RE: Alternative M.S. in Education: Elementary

The attached proposal for an alternative route to the M.S. in Education: Elementary degree is in response to the large number of students who seek elementary certification and who already possess a B.A. or B.S. degree. At this time some 15 to 20% of our students fall into this category. We also lose perhaps 3 to 4 times as many to other Colleges who have more attractive programs. At present, such students must take 71 hours (38 hours of undergraduate work plus 33 hours of graduate work) in order to complete certification and degree requirements at Brockport. For these persons, completion of undergraduate courses as prerequisite to the M.S. is often regarded as an indignity. It is also needlessly expensive in terms of time and money.

A second compelling rationale for the change derives from the marketplace. For example at Albany State you can complete an M.S. and certification program in 33 hours. At Nazareth College you can do the same in 30 hours. We feel that the 39 hours program will keep us competitive without compromising the quality of our degree and/or certification programs.

Yet another reason for the change stems from technicalities in the accounting process. At present, these B.S. degree holders enroll as non-matriculated graduate students and take undergraduate courses. They then apply directly to the State for Certification and the College receives no recognition for having them here. Our state accounting system recognizes the institutional contribution only when the person also completes a degree program. Further, the student is denied the advantage of reciprocity agreements for teaching licenses in other states.

There are two essential differences in the proposed alternative course of study. First, is movement of heretofore undergraduate certification courses to the graduate level. This practice is becoming standard across SUNY and the move was forced by the State Education Department's requirements for matriculated status for Empire State Fellowship winners. This plan would also complement a recently enacted alternative for secondary education students.

It is important to remember that this program does not replace the existing M.S. in Education for persons with provisional certification. This program is for

with traditional academic majors who later decide they would like to teach. This is very much a professional program designed to produce a competent elementary teacher.

On the following pages you will find (1) The Undergraduate Certification requirements, (2) The Present M.S. in Education Elementary (General Program) and (3) The Proposed Alternative Program.

Current Undergraduate Requirements
Elementary Certification

N - 6

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 School 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
DEB 311 Exceptional Individual	3
PSH 384 Developmental Psychology	3
HLS 370 Drug Education for Teachers	1
Total	38

Current

M.S. in Education: Elementary

General Program:

<u>Core</u>	<u>9 hours</u>
EDI 602 Elementary Curriculum (3)	
EDI 603 Educational Measurement and Evaluation (3)	
EDI 701 Introduction to Research (1)	
EDI 702 Project or Thesis	

<u>General Program Emphasis</u>	<u>12-15 hours</u>
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At least one course in each of the following areas:
(selected with advisement)

- a) science or teaching of science
- b) mathematics or teaching of mathematics
- c) language arts or teaching of language arts
- d) social studies or teaching of social studies

<u>Breadth Courses</u> (selected with advisement)	<u>6-9 hours</u>
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<u>Elective</u>	<u>3 hours</u>
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TOTAL 33 hours

- Notes
1. Liberal arts courses may be included in curriculum emphasis, breadth courses or elective.
 2. Minimum requirement is 6 hours in liberal arts courses outside of the Department of Education and Human Development.
 3. EDI 701 Introduction to Research is designed for students matriculated in the M.S. in Education: Elementary to acquaint them with a broad spectrum of quantitative and qualitative research methodologies; this is also an introduction to the culminating project of 12 to 15 hours of graduate credit. Prerequisite: EDI 603, 685 or equivalent.
 4. EDI 702 Project or Thesis is designed to facilitate completion of project and thesis. It should be taken during the final phase of the student's program. Prerequisite: EDI 701.

PROPOSED ALTERNATIVE PROGRAM
M.S. in Education: Elementary Program
for students who do not have provisional
certification in this area

Course of Study

<u>Course Requirements</u>	<u>Credit Hours</u>
<u>Core</u>	<u>9 hours</u>
EDI 602 Elementary Curriculum (3)	
EDI 603 Educational Measurement and Evaluation (3)	
EDI 701 Introduction to Research (1)	
EDI 702 Project or Thesis (2)	
 <u>Curriculum Emphasis</u>	 <u>18 hours</u>
EDI 5XX Foundations of Education (3)	
EDI 5XX Methods: S.S. and L.A. (3)	
EDI 5XX Methods: Math and Science (3)	
EDI 537 Developmental Reading (3)	
EDI 538 Diagnostic Reading (3)	
DBD 6XX or EDI 6XX } Course in Special Needs Educ. (3)	
 <u>Practicum</u>	 <u>9 hours</u>
EDI 5XX Practicum in Elementary Education (14 weeks of full time student teaching) (9)	
 <u>Elective</u>	 <u>3 hours</u>
Subject matter or advanced methods at the 600 level or above selected with advisement.	
TOTAL	39 hours

Notes

1. An undergraduate or graduate course in developmental or child psychology is required as a prerequisite or corequisite.
2. Entrance requirements include an undergraduate G.P.A. of 2.5 or better and satisfactory scores on tests in basic skills and content areas.
3. The State Education Department requires 6 credit hours of reading.
4. There is a desirable sequencing of courses. Persons entering the program should consult an advisor immediately.
5. EDI 701 Introduction to Research is designed for students matriculated in the M.S. in Education: Elementary to acquaint them with a broad spectrum of quantitative and qualitative research methodologies. This is also an introduction to the culminating project or thesis and should normally be taken prior to the completion of 12 to 15 hours of graduate credit.
Prerequisite: EDI 603
6. EDI 702 Project or Thesis is designed to facilitate completion of projects and theses. It should be taken during the final phase of the student's program. Prerequisite: EDI 701.