

4-30-2001

Revision of the Graduate Reading Program

The College at Brockport, College Senate

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SUNY BROCKPORT

Faculty Senate
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Resolution #23
2000-2001
FACULTY SENATE

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: *April 30, 2001*

RE: X I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For your Information (*Notice, Request, Report, etc.*)

SUBJ: *Revision of the Graduate Reading Program*

Signed: *J. M. Lloyd* Date Sent: 5/10/01
(Jennifer Lloyd, Faculty Senate President)



TO: The Faculty Senate

FROM: Dr. Paul Yu, College President

RE: I. Decision and Action Taken on Formal Resolution (circle)
a. Accepted. Effective Date: 9/1/01 *on first opportunity for publication*
b. Deferred for discussion with the Faculty Senate on 1/1/01
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation/Other

- a. Received and acknowledged
- b. Comment:

DISTRIBUTION: *Administrative Group*

Distribution Date: 5/17/01 Signed: *Paul Yu*
(Dr. Paul Yu, President of the College)

Department of Education and Human Development

The Graduate Reading Program – A Revision

(M.S. in Education: Reading Teacher Program)

Few things in life remain static. Within the past two decades so many changes have occurred in the world, at Brockport, and within the profession that the graduate reading program was in need of a reflective overhaul.

This decision was hastened by two facts: The New York State Department of Education has significantly modified the programmatic requirements for certification. Reading certification, which had been one single certification (K-12) is now two separate ones: Childhood (birth to grade six) and Adolescence (grades five through 12). In addition to changing the certification, the state has mandated many experiences and competencies which were not met by the present program.

The State has also made major changes in the time frame for obtaining the professional (formerly permanent) certification. A teacher used to have five years from the awarding of the provisional certification to obtain the masters degree and two years of teaching experience in order to obtain the permanent certification. At first the State said that a teacher needed a masters degree before s/he was allowed to teach at all. Then after significant feedback from the colleges and the profession they altered this so that a teacher could work two years in a classroom while working on the masters. This later was revised to three years and there is a possibility we have not seen the final number. The present graduate reading program would not fit this framework. Students need four to five years to complete it part time.

The State has also made the decision that all teacher education programs have to be nationally accredited. Brockport has chosen to go the route of NCATE certification. NCATE works collaboratively with major professional organizations, in our case, the International Reading Association (IRA). IRA has produced an extensive matrix of competencies that have to be mastered by prospective reading teachers. The present program, with its emphasis on research and a final thesis, is not well suited to meet these requirements.

The present four-five year part time program with an emphasis on research is being replaced with a one year, full time intensive program with a heavy emphasis on field work and theoretical applications. Action research within the classrooms will continue to be a part of the professional preparation of reading teachers.

It is felt that a full year of pre-service study, a year in which the graduate student will devote all of his/her time and effort to the study of literacy will be an exciting way to teach, an exciting way to learn. It will offer our students the opportunity to immerse themselves in a discipline with a commitment that oftentimes is impossible in part time study. When we surveyed our present undergraduate classes, almost two thirds of them indicated that they would be seriously interested in a program which involved full time graduate studies. They would not find themselves in the traditional position of being a first year teacher with all the demands that this entails, and registering for graduate courses.

The revised program broadens its range. The present program is mainly reading education, whereas the revised program will be the full range of literacy. Writing, spelling, and literature will be an integral part of the curriculum.

The present program will end the same summer session that the new program begins. There is no need for additional faculty lines.

DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT
Parallel Display of Current and Revised Graduate Programs
For Reading Teacher Certification

Current Program	Revised Program
<p>Professional Courses in Reading (21 credits) Reading Core: (15 credits) EDI 731 Current Reading Research EDI 732 Reading: Clinical Diagnosis EDI 733 Reading Practicum EDI 798 Advanced Seminar in Reading Instruction (6 credits)</p> <p>Reading Electives (6 credits by advisement)</p> <p>EDI 539 Reading and Study Skills in Content Areas EDI 631 Foundations of Whole Language EDI 633 Teaching Reading at the Secondary Schools EDI 634 Teaching Reading to the Child with Special Needs</p> <p>Related Professional Support Electives (9 credits) Research Methodology (3 credits)</p> <p style="text-align: right;">TOTAL 33 credits</p>	<p><u>First Summer:</u> Elective (3) [EDI 730] Literacy Assessment (3) *</p> <p><u>Fall Semester:</u> [EDI 731] Advanced Dev. Literacy Instruction (3)* [EDI 732] Seminar I (3)* [EDI 733] Language Arts in Literacy Instruction (3)* [EDI 590] Emergent Language and Literacy (3)*</p> <p><u>Spring Semester:</u> [EDI 734] Seminar II (3)* [EDI 735] Reading and Writing in the Content Areas (3)* [EDI 736] Teaching Reading to the Child with Special Needs (3)* [EDI 737] Clinical Diagnosis *</p> <p><u>Second Summer:</u> [EDI 738] Literacy Practicum (3)* Elective (3)</p> <p style="text-align: center;">* = required courses</p> <p style="text-align: right;">TOTAL 36 credits</p>

(6) Current Faculty

Gerald L. Begy

Rank: Associate Professor
Degree: Ph.D. Reading Education
University of Minnesota, 1973
Background: K-8 remedial reading teacher -- one year
7-12 reading teacher -- two years
Demonstration reading teacher (K-6) -- two years
Private reading academy -- 10 years
SUNY—College at Brockport -- 28 years
Courses: EDI 731, EDI 733, EDI 736, EDI 737

Karen Slonski-Fowler

Rank: Assistant Professor (tenure track)
Degree: Ph.D. Educational Leadership and Policy
State University of New York at Buffalo, 2000
Background: Special Education/licensed speech and
language pathologist—15 years
Courses: EDI 590

Susan Novinger

Rank: Assistant Professor (tenure track)
Degree: Ph.D. Curriculum and Instruction
University of Missouri, 1999
Background: Early childhood and elementary teacher—6 years
Lab school director—4 years
University lecturer—3 years
Courses: EDI 590

Arthur E. Smith

Rank: Associate Professor
Degree: Ph.D. Reading Education
Syracuse University, 1972
Background: Secondary English teacher—8 years
Secondary reading teacher—4 years
Courses: EDI 732, EDI 734, EDI 735, EDI 738

Robin Umber

Rank: Assistant Professor (tenure track)
Degree: Ph.D. Curriculum and Instruction/Literacy
University of Wisconsin, 2000
Background: Middle school reading teacher—2 years
Instructional technologist—3 years
Graduate teaching assistant --5 years
Environmental educator—3 years
Course: EDI 730