

3-8-2004

## Education: MS 7-12 Math

The College at Brockport, College Senate

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# SUNY BROCKPORT

Faculty Senate  
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College at Brockport  
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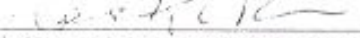
## Resolution # 14 2003-2004 FACULTY SENATE

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: **March 8, 2004**

- RE: I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Virtues of*)  
⇒ III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Education: MS 7-12 Math**

Signed:   
(Dr. Kenneth O'Brien, 2002-2004 Faculty Senate President)

Date: 3/15/04

TO: The Faculty Senate

FROM: Dr. Paul Yu, College President

- ⇒ I. Decision and Action Taken on Formal Resolution (circle)  
a. Accepted. Effective Date: \_\_\_/\_\_\_/\_\_\_  
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:

DISTRIBUTED TO: President's Office  
Dean's Council

D: Originator, Academic  
Division, Registrar

Distribution Date: 4-5-04

Signed:   
(Dr. Paul Yu, President, SUNY College at Brockport)

Date: 4-5-04

**FACULTY SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE**

**DEADLINE FOR SUBMISSIONS: MARCH 1** - *Proposals received after March 1 may not be reviewed until next semester.*

Submit all proposals to the Faculty Senate President electronically or on a disk with a hard copy.  
Please provide cover page information requested.

[facprez@brockport.edu](mailto:facprez@brockport.edu), [fSenate@brockport.edu](mailto:fSenate@brockport.edu)

Faculty Senate Office, 426 Allen Building

NUMBER TO BE ASSIGNED BY SENATE OFFICE

ROUTING NUMBER*	<b>46 03-04 GC</b>
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**1. PROPOSAL TITLE:**

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

33-Hour Master of Science Degree in Education: 7-12 Adolescence Mathematics Education
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**2 BRIEF DESCRIPTION OF PROPOSAL:**

The revised 33-Hour program is intended to make it possible for secondary Mathematics teachers in grades 7-12 to complete the requirements for the professional certificate.
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**3. SUBMISSION & REVISION DATES:** PLEASE DATE ALL UPDATED DOCUMENTS and resubmit to the Senate Office electronically prior to Senate review and vote at [fSenate@brockport.edu](mailto:fSenate@brockport.edu).

First Submission	Updated on	Updated on	Updated on
January 16, 2004	<b>3/1/04</b>		

**4. SUBMITTED BY: (contact person)**

Name	Department	Phone	Email
Dr. Conrad VanVoorst	Education and Human Development	X5019	cvanvoor@brockport.edu u

**5. COMMITTEES TO COPY: (Senate office use only)**

Committee	Forwarded To	Date
<input type="checkbox"/> Budget	Committee Chair	1/28/04
<input type="checkbox"/> College Environment	Executive Committee	3/8/04
<input type="checkbox"/> Enrollment Policies	Senate Floor	3/22/04 – Announcement
<input type="checkbox"/> General Education	College President	
<input checked="" type="checkbox"/> Graduate Curriculum		
<input type="checkbox"/> Personnel Policies		
<input type="checkbox"/> Student Policies		
<input type="checkbox"/> Undergraduate Curriculum		

*\*(ROUTING NUMBER WILL BE A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY COMMITTEE INITIALS)*

**Current Program: Secondary Mathematics Education grades 7-12**

**Revised Program: Adolescence Mathematics grades 5-12 ( made up of Middle Childhood grades 5-9 and Secondary 7-12.)**

**Description in Graduate Catalog--Previously Registered Program**

This program leads to permanent mathematics 7-12 certification. The Plan of Study must include courses in each of two areas: liberal arts (mathematics) and professional education. The seminar contains the culminating activity.

**Description for Reregistered Program**

This program leads to a *professional (and, under certain conditions, permanent) mathematics 5-12 certification*. The Plan of Study must include courses in liberal arts (mathematics) and six in professional education. The seminar contains the culminating activity.

<p><b>Previously Registered Program: Liberal Arts</b>          Mathematics Dept,          Education Dept, or other          department with approval of          advisor (12 – 18)</p>	<p><b>Reregistered Program: Liberal Arts</b>          Mathematics Dept, Education          Dept, or other department          with approval of advisor (12          – 18)</p>
<p>Choices are given in either program. In the revised (Reregistered) program, choices are more specific based on discussions between Education and Mathematics Department faculty about courses that combine pedagogy and content.</p>	
<p><b>Professional Education (12 – 18)</b></p>	<p><b>Professional Education (12 – 18)</b></p>
<p>EDI 622 Advanced          Secondary School          Curriculum: Mathematics          Provides a study of          mathematics curriculum          with emphasis on          development, content and          implementation of new          programs. Expects students          to have some experience in          teaching mathematics. 3 Cr.</p>	<p>EDI 622 Advanced          Secondary School          Curriculum: Mathematics          Provides a study of          mathematics curriculum with          emphasis on development,          content and implementation          of new programs. Masters          candidates will gain a deeper          understanding of the math          they teach and barriers to          learning. Students will          formulate their own action          research question for possible          use with their project/thesis          and develop a literature          review for the question,          including an evaluation of the          research they are reading. 3          Cr.</p>

<p>EDI 686 Problems in Secondary School Mathematics Education Examines innovative practices, materials, media and instructional techniques with an emphasis on use in the classroom as a possible solution to current problems. Also considers specific problems as determined by the class. 3 Cr.</p>	<p>EDI 686 Issues in Secondary School Mathematics Education Masters candidates will discuss issues and trends in math, science, and technology education and its impact on classroom practice. They will apply research-based math education methods and curricular topics and implement an extensive action research project. 3 Cr.</p>
<p>EDI 792 Seminar in Secondary Mathematics Education Designed to be a culminating experience. Expects creative, innovative, and extensive individual work at the highest level of proficiency. Offers three options for meeting the requirements of this course: a Curriculum Project, an Analytic Review of Professional Literature, or a Professional Teaching Portfolio. 3 Cr.</p>	<p>EDI 792 Seminar in Secondary Mathematics Education Designed to be a culminating experience for adolescence math education students. Expects creative, innovative, and extensive individual work at the highest level of proficiency. Masters candidates complete and present their research projects. 3 Cr.</p>
<p><b>Electives</b> (6 credits)</p>	<p><b>Electives</b> (6 credits) (EDI 627 Educational Change recommended)</p>
<p><b>Total 33 credits</b></p>	<p><b>Total 33 credits</b></p>



January 22, 2004

President  
Faculty Senate  
SUNY College at Brockport

Dear Mr. President:

We are required by The State Department of Education to submit revised 33-hour Master of Science Degree programs for professional certification in the following areas:

Childhood Education

Childhood Education with Bilingual Extension (30-Hour Master's Degree Program)  
Adolescence Education, including English Education, Mathematics Education, Science Education, and Social Studies Education.

The proposals that we are submitting to the Faculty Senate contain minor revisions and, basically, are the same programs that currently exist, with three exceptions: a new course in English Education, a new course in Childhood Education, and a new course in Bilingual (Spanish). All other courses are exactly the same.

Please find in the packet of proposals the following:

1. Completed Faculty Senate Proposal Covers for each of the above-mentioned programs.
2. Side-by-Side Comparisons of old and new programs.
3. Rationale for the changes.
4. Evidence of demand for the new focus or emphasis.
5. Potential clientele.
6. Description of new courses.
7. Staffing issues.
8. Academic Administration commentary.
9. Resources and facilities needed to initiate the programs.
10. Competition from other Rochester area colleges.

Sincerely,

William R. Veenis, Jr.  
Interim Chairperson

## **Additional Information and Explanations**

### **Faculty Senate Proposal Cover Letter**

Included in proposal packet.

### **Side-by-Side Comparisons of the Old and New Programs**

Included in proposal packet.

### **Rationale for Changes**

The only changes to the programs are the three courses, EDI 678 Issues in English Education, EDI 600 Understanding Educational Research, and EDI 6XX Bilingual Methods of Teaching Content Areas. Two of these courses were added so that the English Education and Childhood programs could, like the other MS Education programs, have courses that are pre-requisites for EDI 791 and EDI 703, the culminating project/thesis courses. A 50-hour practicum experience will now be required for students in the Bilingual (Spanish) program.

### **Evidence of Demand for the New Emphasis or Focus**

Graduate students find it difficult to complete the project or thesis in a timely manner. Part of their problem is that they haven't given much thought to the subject of their project or thesis until the day that they register for the course. The pre-requisite course is intended to have them start thinking about and doing some preliminary research on a topic of interest.

### **Potential Clientele**

These would be the same as they have always been: Teachers who must complete the master's degree as one requirement for professional certification.

### **Description of New Courses**

EDI 678 Issues in English Education: Examines contemporary instructional, curricular, and assessment issues. Combines theory and practice in a manner designed to lead students toward formulating their culminating master's projects or theses. 3 Credits.

#### **EDI 600 Understanding Educational Research**

Students will learn about qualitative and quantitative methods of doing research in education and will examine action research. Students will learn about qualitative and quantitative research in education through examination of action research that pertains to their own teaching and their action research interests. As a component of each course, students will do an action research project related to their discipline. Students will formulate their own action research question for possible use with their project/thesis and develop a literature review for the question, including an evaluation of the research they are reading. 3 Cr.

#### **EDI 6## Bilingual Methods of Teaching Content Areas**



Must include a 50-hour practicum experience. Suggested that students rotate through classrooms teaching lessons in the 4 primary content areas of Childhood Education. Optional practicum is now required. Course will be developed.

#### **Staffing Issues**

Full-time and part-time faculty, as they have always been, will staff the courses. The pre-requisite and culminating courses will be staffed with full-time faculty, necessitating the addition of, at most, two associate faculty members.

#### **Academic Administration Commentary**

Letter of Review/Comment from the Chair – Included in the proposal packet.

Letter of Review/Comment from the Dean of the School of Professions – Included in the proposal packet.

#### **Letters of Support from Cooperating Departments**

Because the revisions to the proposed programs are considered minor, no letters of support have been requested. Students would still have to satisfactorily complete 12-15 credits in their major or relevant liberal arts discipline.

#### **Competition from other Rochester Area Colleges**

Many more graduate students apply to Brockport's MS Certification Programs than are always accepted. We traditionally matriculate between forty and fifty graduate students for each of the two registration periods every year. There is no evidence that anything would change.