Program changes to MSEd in Literacy Education, B-12

The College at Brockport, College Senate
TO: Dr. Heidi Macpherson, College President

FROM: The College Senate: 04/17/17

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

SUBJ: Program changes to MSEd in Literacy Education, B-12 (#24_16-17GC)

Signed: ___________________________ Date: 4/13/17
(Sharon Lubkemann Allen, 2016-17 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sharon Lubkemann Allen, College Senate President

FROM: Dr. Heidi Macpherson, College President

RE: I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date**:
      ________________________________
      **Implementation of resolution requires final approval from SUNY- State
      Education Department. YES NO

Signed: ___________________________ Date: 4/21/17
(Dr. Lileen Daniel, Vice Provost, The College at Brockport)

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:

Signed: ___________________________ Date: 4/25/17
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
INSTRUCTIONS
- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. Use a course number and/or title, indicate if for GED code, etc.
   Program changes to MSEd in Literacy Education, B-12

2. BRIEF DESCRIPTION OF PROPOSAL:
   Proposal will streamline and update current literacy program via changes to < 30% of EHD program coursework.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? _X_ NO ___ YES EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.
   - 75-80% of students in the program struggle with academic writing. Data that demonstrate this come from multiple SPA assessments (EDI 735 case study, EDI 742 Advocacy Project, EDI 736 Research Paper).
   - Although all our students demonstrate skills and ability to teach literacy at either B-6 or 5-12 developmental levels, 50% of the students in each Internship (EDI 740 Childhood Literacy Internship and EDI 745 Adolescence Literacy Internship) do not have the necessary knowledge and skills to teach literacy across the B-12 developmental span, as evidenced by both informal assessments throughout the internships and performance on the B-6 Literacy Institute Report and the 5-12 Literacy Institute Report.
   - Student self-assessments indicate that over 50% do not feel well-prepared to teach writing across the B-12 developmental span.

5. HOW WILL THIS AFFECT TRANSFER STUDENTS: No impact.

6. ANTICIPATED EFFECTIVE DATE: Fall, 2017

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.
<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/14/17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. SUBMITTED BY: (contact person)
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janka Szilagy</td>
<td>Education &amp; Human</td>
<td>395-5945</td>
<td><a href="mailto:jsilagy@brockport.edu">jsilagy@brockport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. COMMITTEES: (Senate office use only)
<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>DatesForwarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ExecutiveCommittee</td>
<td>StandingCommittee</td>
<td>2/14/17</td>
</tr>
<tr>
<td>_EnrollmentPlanning&amp;Policies</td>
<td>ExecutiveCommittee</td>
<td>04/10/17</td>
</tr>
<tr>
<td>_Faculty&amp;ProfessionalStaffPolicies</td>
<td>Senate</td>
<td>04/17/17</td>
</tr>
<tr>
<td>_GeneralEducation&amp;CurriculumPolicies</td>
<td>SenatePresident/ViceProvost</td>
<td>04/18/17,04/21/17</td>
</tr>
<tr>
<td>_GraduateCurriculum&amp;Policies</td>
<td>CollegePresident</td>
<td>04/25/17</td>
</tr>
<tr>
<td>_StudentPolicies</td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>_UndergraduateCurriculum&amp;Policies</td>
<td>REJECTED -WITHDRAWN</td>
<td></td>
</tr>
</tbody>
</table>

NOTES: Announcement- Resolution #17
1. A comparison of the new program to the old program.

<table>
<thead>
<tr>
<th>Current B-12 Literacy MSEd</th>
<th>Revised B-12 Literacy MSEd</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 601: <em>Diversity in Education</em></td>
<td>EDI 601: <em>Diversity in Education</em></td>
<td>3</td>
<td>No change</td>
</tr>
<tr>
<td>EDI 634: Teaching Reading to the Child with Special Needs</td>
<td>EDI 634: Teaching Reading to the Child with Special Needs</td>
<td>3</td>
<td>No change</td>
</tr>
<tr>
<td>EDI 645: Research in Literacy Education</td>
<td>Eliminate; replace with either 726 or 727 below</td>
<td></td>
<td>Creates space for students to experience coursework at both certification levels and provide a B-12 perspective. See below.</td>
</tr>
</tbody>
</table>

Choose one option: Required for all:

- EDI 726: Methods and Materials B-6,  
  & EDI 726: Methods and Materials B-6,  
  & 3 | Eliminate option pathway to ensure methods coursework at both certification levels and provide a B-12 perspective. |

  OR

- EDI 727: Critical Multi-literacies 5-12  
  EDI 727: Methods and Materials 5-12 | 3 |

- EDI 728: Critical Multi-literacies B-12  
  EDI 728: Critical Multi-literacies 5-12 | 3 |

EDI 730: *Literacy Assessment*  
EDI 730: *Literacy Assessment* | 3 | No change |
EDI 735: *Emergent Language and Literacy*  
EDI 735: *Emergent Language and Literacy* | 3 | No change |
EDI 740: *Childhood Literacy Internship*  
EDI 740: *Childhood Literacy Internship* | 3 | No change |
EDI 745: *Adolescence Literacy Internship*  
EDI 745: *Adolescence Literacy Internship* | 3 | No change |
EDI 742: *Literacy Policy, Advocacy and Coaching*  
EDI 742: *Literacy Policy, Advocacy and Coaching* | 3 | No change |
EDI 736: *Literacy Seminar*  
EDI 739: *Writing Methods* | 3 | Addresses a gap in program – focus on the teaching of writing and on graduate student writing. |
Graduate Elective: Guided  
Graduate Elective: Guided | 3 | No Change |

36 36 No change

**Note:** All courses in the Revised B-12 Literacy MSEd program must be completed with a grade of B- or better. (This meets NYSED requirements for “Pedagogical Core” courses in teacher certification programs leading to certification at the initial level; [http://www.highered.nysed.gov/tcert/ag.html](http://www.highered.nysed.gov/tcert/ag.html)).
The proposed revisions to Brockport’s 36-credit MSEd in literacy education (B-12) program involve 25% of the program (9 out of 36 credits); specifically, the replacement of two courses (EDI 645 and EDI 736), and substantial revisions to a third course not previously in the program (EDI 739).

**Rationale / Why change the program?**
Program faculty have discussed several areas of need emerging from outcome data, all of which are met (we believe) with the proposed revisions, including needs to:

- Simplify graduate advisement & scheduling, and perhaps streamline time-to-degree;
- Ensure that all literacy graduates have completed methods coursework at both the B-6 & 5-12 levels;
- Infuse critical and multiliteracies into coursework;
- Replacing EDI 645 & EDI 736 (previous capstone sequencing) allows us to infuse research methods in multiple courses. Students will continue to be immersed in reading and critiquing research, developing inquiry projects, collecting and analyzing data, and sharing their discoveries through writing and oral presentations.
- Provide more explicit theory-into-practice capstone work in EDI 740 and EDI 745;
- Specify literacy coursework when students choose electives;
- Focus on the teaching of writing and on graduate student writing; &
- Provide a more authentic B-12 experience during the program.

This proposal includes the addition of a new course, EDI 739: *Writing Methods*. As identified in our last SPA report, Brockport students struggle with writing conventions. At the time, full-time faculty held students more accountable than did part-time faculty. A lack of focus on writing is part of a pattern seen in B-12 schools as well. Applebee & Langer (2011), referring to their research in middle and high schools report, “To put the numbers in perspective, in a 50-minute period, students [in English content classes] would have on average just over three minutes of instruction related to explicit writing strategies, or a total of 2 hours and 22 minutes in a nine-week grading period” (p. 21). Less time was given in science, history, and math.

This proposal would replace the current option-sequence, wherein students select one methods course (at either the B-6 or the 5-12 level) and a critical literacies course. What’s proposed instead is to require that all students in our B-12 literacy program complete a two-course methods sequence, EDI 726 (the B-6 methods course) and EDI 727 (the 5 – 12 methods course). We have been learning over several years of the current program that students do not learn methods through osmosis – and we found that we had limited opportunity to insert methods-instruction into other courses). Removing EDI 729 (*Critical Literacies B-6*) gives space to require both methods courses for all students.

The proposal would require all students to complete a revised B-12 course, EDI 728: *Critical Literacies*, that replaces a previous course (EDI 736) and will ensure that students are taught to infuse critical literacies across the gradespan – where previously they had such experiences within the B-6 or 5-12 levels only. Replacing EDI 645 and EDI 736 would allow us to infuse research methods and writing instruction in multiple courses (including EDI 735, EDI 727, and EDI 728).

Finally, the proposed revisions will prepare Brockport’s Department of Education & Human Development to meet Specialty Professional Association standards for literacy education published by the [International Literacy Association](https://www.internationalliteracyassociation.org). Our first anticipated program review will be in 2021; the current standards are in the revision process, with anticipated publication in summer 2017. The Department of Education & Human...
Development has been working with previewed standards but is waiting for final editions to make any need adjustments to assignments or assessments. We anticipated that the proposed revised program will fit well with ILA standards, and put the program in good shape for contributing to the ongoing accreditation work of the Professional Education Unit and Brockport more broadly.

2. A discussion regarding “Mission”, “Market”, and “Quality”. Specifically address the following issues:

a. How does the proposal reflect the campus mission focus?

Teacher education is central to the campus mission. The College at Brockport’s most recent MOU with the State University of New York (dated November, 2006), details a 145-year history of teacher education, as one of the first four Normal Schools in New York State. Today, the College at Brockport is a comprehensive institution that offers 42 baccalaureate and 27 master’s degrees, with a balance of liberal arts and professional programs at both levels. The College at Brockport’s Mission Review MOU (§6.4) specifies that “SUNY Brockport’s priorities for graduate education over the next six years are documenting program quality and developing new graduate programs to maintain current enrollment levels and support modest growth.” The proposed adjustments to our literacy education program meets several aspects of the MOU by delivering quality programs which prepare Brockport graduates for high-demand employment in a diverse range of local, state, and national schools. Our literacy program, if the program changes proposed above are approved, is expected to continue growing through vibrant practice-focused coursework, streamlined advisement, and adult-student-friendly scheduling.

b. What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

The M.S.Ed. program in literacy education, B-12, is the flagship graduate education program for the Department of Education & Human Development at the College. Literacy education has demonstrated ongoing enrollment growth over the previous five years (from 89 students in FA12 to 131 students in FA16), and such growth is expected to continue as New York State’s anticipated teacher shortage deepens between now and 2022. According to TeachNY (2016, 13), “During this time, the overall need for NYS teachers is expected to grow 5.8%, adding more than 17,000 new positions over 10 years — 1,700 on average each year. This growth is in addition to the expected approximately 6,750 current teachers who will need to be replaced annually, due to turnover and retirement.”

All P-12 public school teachers in NYS are required to earn master’s degrees as part of eligibility for professional-level certification; this requirement is anticipated to remain in place and will continue to drive market demand for Brockport MSEd programs generally. One ongoing driver into literacy programs is versatility; such programs are useful for candidates seeking professional certification across all content areas (NYSED, 2016). While regional college programs in literacy currently operate within SUNY (e.g. Geneseo, Buffalo State, and Cortland), these programs operate at some distance from our campus, and the growth of our program at Brockport over time provides some evidence that we offer sufficiently attractive coursework and professional outcomes to remain competitive. As well, though there are regional private institutions offering graduate literacy programs (e.g. University of Rochester, St. John Fisher, and Nazareth College), Brockport offers a clear cost advantage to students likely to remain attractive into the future.

c. How is program quality addressed in this proposal?

2016-2017
All professional education programs at the College at Brockport are coordinated by the Professional Education Unit (PEU), which has recently received notice of national accreditation through the Council for the Accreditation of Educator Preparation, or CAEP. CAEP is the sole accrediting body acceptable for educator preparation programs operating in New York State, and has established five overarching program standards which our literacy program must meet, including:

- **Standard 1:** Content and Pedagogical Knowledge
- **Standard 2:** Clinical Partnerships and Practice
- **Standard 3:** Candidate Quality, Recruitment, and Selectivity
- **Standard 4:** Program Impact
- **Standard 5:** Provider Quality, Continuous Improvement, and Capacity

In order to meet each of these standards, the PEU and the Department of Education & Human Development have specified student learning outcomes for all courses within the literacy program; have formed strong clinical partnerships with school based professionals; have established high program entry, continuation, and professional dispositions standards that meet SUNY and NYSED requirements both for graduate study and for professional-level certification; have implemented ongoing assessment activities including standards related to classroom and field placements, and have adopted a Continuous Improvement of Candidate and Student Learning (CICSL) cycle which will feed data collection back into the Unit multiple times annually to promote program improvement.

3. **Description of the new courses.**
See below [Appendix A] for a proposed syllabi for the following new course:

**EDI 739: Writing Methods**

*Course Catalog Description:* Explores six areas of literacy instruction: teaching and assessing writing, using the writing process, word study (spelling, vocabulary) development and instruction, the conventions of written English, connecting the arts and literacy development, and technology.

4. **Staffing.**
Current staffing levels are sufficient for the proposed revised program.

5. **Academic administration commentary [Appendices B-D].**
   - **Appendix B:** Letter of review/comment from the Graduate Dean. (Kathy Groves)
   - **Appendix C:** Letter of review/comment from Dean of the School. (Tom Hernandez)
   - **Appendix D:** Letter of review/comment from Department Chair. (Janka Szilagyi)

6. **Resources, facilities, and non-teaching staff needed to implement the program [Appendices E&F].**
   - **Appendix E:** Statement of review and comment from Drake Library. (Mary Jo Orzech)
   - **Appendix F:** Statement of review and comment from Academic Computing Services (ask Bob Cushman).

7. **Letters of support from cooperating departments, agencies, institutions, etc., including a statement of probable/likely impact on departments (n/a).**
Appendix A: Proposed (draft) course overview, EDI 739: Writing Methods

The College at Brockport, State University of New York
Department of Education and Human Development
EDI 739, Teachers as Writers; Teachers Teaching Writing

Instructor's Name: Fall 2017
Office Phone: Email:
Office Address: Office Hours:

I. Course Catalog Description: Explores six areas of literacy instruction: teaching and assessing writing, using the writing process, word study (spelling, vocabulary) development and instruction, the conventions of written English, connecting the arts and literacy development, and technology.

II. Objectives: This course is designed to enable students to:

- 1. Understand the theory behind the interrelated aspects of reading and writing development, and use this understanding as a foundation for creating literacy experiences that will allow children to develop as readers and writers
- 2. Examine successful writing workshop models
- 3. Critique various spelling and vocabulary program models in order to make informed decisions for implementation in the classroom
- 4. Examine and critically critique current curriculum, software and internet sites designed to enhance and support writing literacy instruction
- 5. Demonstrate competency in using the conventions of Standard English needed for success in schools
- 6. Develop an understanding of how to support writing literacy learning for culturally and linguistically diverse students

III. Rationale:

In order to provide a maximum learning environment for the students we teach, we must possess not only skills, but a foundational understanding of best practices based on many years of research. This course is intended to further develop our understanding of the interrelated nature of the language arts (reading, writing, listening, speaking, viewing, and visually representing) with a focus on writing.

IV. Required Texts:

Appendix B. Letter of review/comment from the Graduate Dean

The College at
BROCKPORT
State University of New York
The Graduate School

To: College Senate Graduate Committee
From: Kathleen H. Groves, Executive Director, The Graduate School
Re: Support for program changes to MSEd in Literacy Education, B-12
Date: January 3, 2017

I write to offer my support for the Department of Education and Human Development’s proposed changes to its MSEd in Literacy Education, B-12 program. The proposed changes improve an already-vibrant program, and are aimed at expanding quality and enrollment at the graduate level.

The rationale for the program changes emerges from student outcome data, and includes a range of benefits, both for The College at Brockport and for program graduates, including:

- An added focus on the teaching of writing and on graduate student writing;
- Simplification of graduate advisement and scheduling, and potentially streamlined time-to-degree;
- Ensuring that all literacy graduates have completed methods coursework at both the B-6 & 5-12 levels;
- The infusion of multi-literacies across courses; &
- A more explicit theory-into-practice approach during capstone work.

My colleagues in the Department of Education and Human Development have expertise in literacy and the Department has unanimously approved the proposed changes in a December 2016 faculty meeting.

I am excited about these proposed revisions, and look forward to the opportunity to continue growing our graduate enrollments while meeting important needs for P-12 schools in our state.

2016-2017
Appendix C. Letter of review/comment from Dean of the School

The College at
BROCKPORT
State University of New York
School of Education and Human Services

January 5, 2017

To: College Senate Graduate Committee

FR: Thomas J. Hernandez, Interim Dean
School of Education and Human Services

Re: Support for program changes to MSEd in Literacy Education, B-12

I write to offer my support for EHD’s proposed changes to its MSEd in Literacy Education, B-12 program. The proposed changes improve an already-vibrant program, and are aimed at expanding quality and enrollment at the graduate level.

The rationale for the program changes emerges from student outcome data, and includes a range of benefits, both for Brockport and for program graduates, including:

• An added focus on the teaching of writing and on graduate student writing;
• Simplification of graduate advisement and scheduling, and potentially streamlined time-to-degree;
• Ensuring that all literacy graduates have completed methods coursework at both the B-6 & 5-12 levels;
• The infusion of multiliteracies across courses; &
• A more explicit theory-into-practice approach during capstone work;

The faculty in the Department of Education and Human Development have expertise in literacy and the department has unanimously approved the proposed changes in a December 2016 faculty meeting.

We are excited about these proposed revisions, and look forward to the opportunity to continue growing our graduate enrollments while meeting important needs for P-12 schools in our state.

2016-2017
Appendix D: Letter of review/comment from Department Chair

TO: College Senate Graduate Committee
FROM: Janka Szilagyi, Chair, Department of Education and Human Development

RE: Support for program changes to MSEd in Literacy Education, B-12
DATE: January 10, 2017

I am writing to offer my strong support for EHD’s proposed changes to its MSEd in Literacy Education, B-12 program.

According to assessment data collected over the past few years, EHD found that its students struggle with writing conventions. In addition, accreditation standards are changing, as published by the International Literacy Association, the Specialty Professional Association for literacy education (http://literacyworldwide.org/docs/default-source/resource-documents/draft-ila-standards-2017.pdf).

To address the current context and present additional benefits, the goal of the proposed changes is to:

- Provide added support for graduate level writing and the teaching of writing;
- Simplify graduate advisement and scheduling, and potentially shorten time to degree;
- Ensure that all literacy graduates have completed methods coursework at both the B-6 & 5-12 levels;
- Infuse multiliteracies into coursework; and
- Embed a theory-into-practice approach during capstone work.

My colleagues in the Department of Education and Human Development have expertise in literacy and the Department has unanimously approved the proposed changes in a December 2016 faculty meeting.

I am excited about the proposed revisions, and look forward to growing our graduate enrollments while meeting important needs for P-12 schools in our state.

Please do not hesitate to contact me if you have any questions about this proposal.
Drake Memorial Library

To: College Senate Graduate Committee  
From: Mary Jo Orzech, Director, Drake Memorial Library/ LITS  
Re: Support for program changes to MSEd in Literacy Education, B-12  
Date: 1/4/2017

Drake Memorial Library strongly supports the Department of Education and Human Development’s proposed changes to its MS.Ed. in Literacy Education, B-12 program. The proposed changes will improve an already vibrant program; and are designed to better infuse literacy outcomes throughout the curriculum, while expanding quality and enrollment at the graduate level.

The rationale for the changes comes from student outcome data, and includes a range of benefits, both for Brockport and for program graduates, including:

- An added focus on the teaching of writing and on graduate student writing;
- Simplification of graduate advisement and scheduling, and potentially streamlined time-to-degree;
- Ensuring that all literacy graduates have completed methods coursework at both the B-6 and 5-12 levels;
- The infusion of multiliteracies across courses; and
- A more explicit theory-into-practice approach during capstone work.

As noted in the proposal, no additional resources, facilities, or staff needed to implement the program. Drake Library looks forward to working collegially with EHD in continuing to grow graduate enrollments while meeting important needs for P-12 schools in our state.
Appendix F. Statement of review and comment from Academic Computing Services

Date: 2/6/2017

To: College Senate Graduate Committee
From: Bob Cushman, Interim Associate Provost & CIO
Re: LITS Support for program changes to MSEd in Literacy Education, B-12.

I write to offer LITS support for EHD’s proposed changes to its M.S.Ed. in Literacy Education, B-12 program. Library, Information, and Technology Services is well equipped to support the proposed program changes aimed at expanding quality and enrollment at the graduate level. Among the areas where LITS can be of assistance are:

- Library services are continually improving. Students have access to numerous Library databases and journals as well as access to Drake Memorial Library’s vast resources and open hours of availability.
- We have Help Desk Services available 24x7.
- The College utilizes a world-class course management system.
- We have tools that allow for faculty, and student-created video use within the LMS.
- We have a newly upgraded wireless network infrastructure throughout the College.
- Students have access to a wide array of campus licensed software and mobile apps will soon be available for all of our major enterprise systems.
- There are several instructional labs where students can learn hands-on, and open access computer labs for students to utilize during non-class time. Students can also access our virtual computer lab 24 hours a day from wherever they are.
- We enjoy an outstanding collaborative working relationship with the Brockport faculty

We look forward to working with EHD to make the program a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely:

Robert Cushman
Interim Associate Provost & CIO
The College at Brockport
State University of New York
rcushman@brockport.edu
Phone 585-395-2032