2-27-2006

Education: MS Adolescence English & MS Bilingual Education Course Substitution

The College at Brockport, College Senate

Follow this and additional works at: https://digitalcommons.brockport.edu/senate_resolutions

Part of the Higher Education Commons
Resolution # 15
2005-2006
COLLEGE SENATE

TO: Dr. John R. Halstead, College President
FROM: The College Senate Meeting on: February 27, 2006
RE: I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the Fitness of)
    III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Education: MS Adolescence English & MS Bilingual Education Course Substitution #04 05-06 GC

Signed: ___________________________ Date: 3/9/06
(Dr. Mark Noll, 2005-2006 College Senate President)

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate
FROM: College President

RE: I. Decision and Action Taken on Formal Resolution (circle)
    a. Accepted. Resolution 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 4/17/06
    b. Comment: ____________________________

DISTRIBUTED BY PRESIDENT’S OFFICE TO: President’s Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: ___________________________ Date: 4/17/06
(Dr. John R. Halstead, College President, SUNY College at Brockport)

Page 1 of 9
College Senate Office, 3/3/2006
2005-2006-15.res
TO:         Dr. John R. Halstead, College President
FROM:      The College Senate Meeting on: February 27, 2006
RE:         I. Formal Resolution (Act of Determination)
            II. Recommendation (Urging the Fitness of)
            III. Other, For Your Information (Notice, Request, Report, etc.)
SUBJ:       Education: MS Adolescence English & MS Bilingual Education Course Substitution #04 05-06 GC

Signed: ____________________________ Date: __/__/__
(Dr. Mark Noll, 2005-2006 College Senate President)

Please fill out the bottom portion and return document to the College Senate Office.

The College Senate
FROM: College President
RE:       I. Decision and Action Taken on Formal Resolution (circle)
            a. Accepted. Resolution 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 BY PRESIDENT'S OFFICE TO: ______________________________________
DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)
Signed: ____________________________ Date: ____________________________
(Dr. John R. Halstead, College President, SUNY College at Brockport)
DEADLINE FOR SUBMISSIONS: FEBRUARY 23
Proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:
- Submit proposals individually rather than packets including multiple documents.
- Complete this cover page for each proposal (available online at www.brockport.edu/collegesenate)
- Prepare proposal in Word format using committee guidelines (available online)
- Submit proposal electronically with this cover page to senate@brockport.edu, facprez@brockport.edu
- All updates must be resubmitted to the Senate office with an updated cover page, use routing number
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:
Please be somewhat descriptive, for example, Graduate Probation/Dismissal Proposal rather than Graduate Proposal.

Department of Education and Human Development (EHD):
MS Adolescence English & MS Bilingual Education
Course Substitution Proposal

2. BRIEF DESCRIPTION OF PROPOSAL:

Two EHD programs, MS in Adolescence English and MS in Bilingual Education currently require
ED 603 – Educational Measurement and Evaluation. The Department developed a new course,
ED 600 – Understanding Educational Research, which explores quantitative and qualitative
methods of research related to teaching. The department maintains that 600 is a more appropriate
course than 603 for students in these certification areas.

3. SUBMISSION & REVISION DATES: PLEASE DATE ALL UPDATED DOCUMENTS

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
<th>Updated on</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/18/05</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynae Sakshau</td>
<td>EHD</td>
<td>5554</td>
<td><a href="mailto:lsakshau@brockport.edu">lsakshau@brockport.edu</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standing Committee</th>
<th>Forwarded To</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Planning &amp; Policies</td>
<td>Committee Chair</td>
<td>9/28/05</td>
</tr>
<tr>
<td>Faculty &amp; Professional Staff Policies</td>
<td>Executive Committee</td>
<td>2/20/06</td>
</tr>
<tr>
<td>General Education &amp; Curriculum Policies</td>
<td>Senate Floor</td>
<td>2/27/06</td>
</tr>
<tr>
<td>x Graduate Curriculum &amp; Policies</td>
<td>College President</td>
<td></td>
</tr>
<tr>
<td>Student Policies</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Curriculum &amp; Policies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(ROUTING NUMBER WILL BE A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY COMMITTEE INITIALS)*
INTRODUCTION
The following guidelines have been formulated and amended for the purpose of helping anyone who is interested in submitting program proposals to the Graduate Curriculum and Research Policies Committee of the Faculty Senate. Anyone submitting a proposal must make sure that the appropriate number of copies of the proposal are provided to all persons involved at each level of review: 1. Graduate Curriculum and Research Policies Committee, 2. Faculty Senate Executive Committee, and 3. Faculty Senate at large. For any program where additional resources may be anticipated, an additional level of review by the 4. Budget Standing Committee of the Faculty Senate is required.
GUIDELINES FOR REVISION OF PROGRAMS:

Such proposals must include the following:

1. A comparison of the new program to the old program
   a. Side-by-side illustrations

Adolescent English
Education: Secondary English

This program leads to permanent English 7-12 certification.

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liberal Arts, for example:</strong></td>
<td><strong>Liberal Arts, for example:</strong></td>
</tr>
<tr>
<td>ENL 543 Contemporary American Poetry</td>
<td>12-</td>
</tr>
<tr>
<td>ENL 572 Critical Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENL 581 English Grammar</td>
<td>ENL 543 Contemporary American Poetry</td>
</tr>
<tr>
<td>ENL 584 Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>Professional Education</strong></td>
<td>Professional Education</td>
</tr>
<tr>
<td>EDI 603 Educational Measurement and Evaluation</td>
<td>12-</td>
</tr>
<tr>
<td>EDI 645 Reading and Responding to Literature, K-12</td>
<td>3</td>
</tr>
<tr>
<td>EDI 648 Teaching of Written Composition K-12</td>
<td>3</td>
</tr>
<tr>
<td>EDI 791 Seminar in Secondary School English Education</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Minimum Total: 33
<table>
<thead>
<tr>
<th>Program Courses</th>
<th>Credits</th>
<th>Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Liberal Arts</td>
<td>18</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>FCE 520 Multiculturalism in the U.S.</td>
<td>3</td>
<td>FCE 520 Multiculturalism in the U.S.</td>
</tr>
<tr>
<td>FCE 526 Foundations of Bilingual Education</td>
<td>3</td>
<td>FCE 526 Foundations of Bilingual Education</td>
</tr>
<tr>
<td>SPN 560 Spanish Phonology</td>
<td>3</td>
<td>SPN 560 Spanish Phonology</td>
</tr>
<tr>
<td>SPN 561 Advanced Spanish Grammar</td>
<td>3</td>
<td>SPN 561 Advanced Spanish Grammar</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>or</td>
</tr>
<tr>
<td>an elective in Latin-American Literature and/or Culture</td>
<td>3</td>
<td>an elective in Latin-American Literature and/or Culture</td>
</tr>
<tr>
<td>ENL 551 Linguistics</td>
<td>3</td>
<td>ENL 551 Linguistics</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>or</td>
</tr>
<tr>
<td>ENL 555 Sociolinguistics</td>
<td>3</td>
<td>ENL 555 Sociolinguistics</td>
</tr>
<tr>
<td>2. Professional Education</td>
<td>12</td>
<td>Professional Education</td>
</tr>
<tr>
<td>EDI 628 TESOL: Materials and Techniques</td>
<td>3</td>
<td>EDI 628 TESOL: Materials and Techniques</td>
</tr>
<tr>
<td>EDI 521 Teaching the Bilingual Child</td>
<td>3</td>
<td>EDI 521 Teaching the Bilingual Child</td>
</tr>
<tr>
<td>EDI 603 Educational Measurement and Evaluation</td>
<td>3</td>
<td>EDI 600 Understanding Educational Research</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>or</td>
</tr>
<tr>
<td>EDI 685 Statistics and Research Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDI 722 Seminar Bilingual Ed (Project/Thesis)</td>
<td>3</td>
<td>EDI 722 Seminar Bilingual Ed (Project/Thesis)</td>
</tr>
<tr>
<td>3. Elective (by advisement)</td>
<td>3</td>
<td>Elective (by advisement)</td>
</tr>
<tr>
<td>Minimum Total:</td>
<td>33</td>
<td>Minimum Total:</td>
</tr>
</tbody>
</table>

2. A rationale for the changes

The revised graduate education programs have a greater focus on teachers as researchers and on helping graduate students prepare to do a more meaningful culminating project or thesis. To that end, EDI 600 was designed. By requiring this course in the Secondary English and Bilingual programs, faculty will be better able to prepare students to complete a more scholarly project.
3. Evidence of demand for any new focus or emphasis in the program
   See #2

4. Potential clientele
   Students in Adolescence English and Bilingual Education

5. Description of new course*
   Explores qualitative and quantitative methods of research. Examines action research that pertains to teaching and research interests. Involves action research related to a discipline. Requires student to formulate an action research question for possible use with the project/thesis and develop a literature review for the question, including an evaluation of the research.
   *This is an existing course in the Advanced Childhood program.

6. Staffing

   a. **Sufficiency of existing staff**
      Existing faculty are already teaching the course which is required for students in the master’s program in Childhood.

   b. **Need for new staff**
      None

7. Academic administration commentary
   a. Letter of review/comment from Dean of School
      Attached.

   b. Letter of review/comment from Department Chair
      Attached.

8. Resources, facilities, and non-teaching staff needed to implement the program
   a. **Statement of review and comment from Drake Library**

   b. **Statement of review and comment from Academic Computing Services**
      N/A

9. Letters of support from cooperating departments, agencies, institutions, etc. including a statement of probable/likely impact on departments
   N/A

10. Competition the program has from other Rochester area colleges
    N/A

**B. GUIDELINES FOR NEW OPTIONS IN EXISTING PROGRAMS:**

    Such proposals must include the following:
    1. Academic rationale
    2. Evidence of demand for the new option
    3. Potential clientele
    4. Entrance requirements
    5. Program requirements
    6. Exit requirements
    7. Academic administration commentary
a. Letter of review/comment from Dean of School
b. Letter of review/comment from Department Chair

8. Drake Library resources and other support services (Labs, Academic Computing Services, opportunities for field experiences, non-teaching staff.)
   a. Statement of review and comment from Drake Library
   b. Statement of review and comment from Academic Computing Services

9. Course descriptions
10. Sequence in which courses will be offered to guarantee completion of requirements in reasonable time
11. Staffing
   a. Sufficiency of existing staff
   b. Need for new staff

12. Letters of support from cooperating departments, agencies, institutions, etc. including a statement of probable/likely impact on departments
13. Competition the program has from other Rochester area colleges

C. GUIDELINES FOR ENTIRELY NEW PROGRAMS:*

Such proposals must be based on the document entitled Procedures for Submission of Academic Graduate Program Proposals, Albany, New York: Office of Research, Graduate Studies, and Professional Programs, State University of New York, October 1994

Please refer to the Procedures for Submission of Academic Graduate Program Proposals for complete information about each area or category stated in the outline. In addition, please submit a list of facilities as outlined in the attached checklist.

*It is recommended that copies of the entire proposal be submitted to the Graduate Curriculum and Research Policies Committee and the Faculty Senate Executive Committee.

D. FACILITIES

1. Describe currently available and anticipated increased needs for:
   a. Library holdings (general & departmental) -- Statement of review and comment from Drake Library
   b. Research and laboratory facilities and equipment
   c. Computer facilities and services—Statement of review and comment from Academic Computing Services
College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar’s Office. Registration of General Education courses requires an additional Supplemental Course Registration Form and the appropriate Student Learning Outcomes Checklist. Approval by the Faculty Senate’s General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course: Discipline Number
Action concerns an existing course: Discipline EDI Number 600

Course Submitted by:
Department: Education and Human Development

Chairperson’s Approval: ___________________________ Date: __________

Dean’s Approval: ___________________________ Date: __________

1. Action requested:
   - [ ] Registration of new course
   - [ ] Revision of content for existing course
   - [ ] Registration of general course listing under which related titles can be taught (umbrella courses)
   - [ ] Registration of topics course for specific semester (if checked, complete item 2 below)
   - [ ] Change of course title – Previous Title:
   - [ ] Inactivation of existing course registration (course will not be taught in near future)
   - [ ] Other – Describe: Add degree programs for which this course is required.

2. Complete for registration of topics courses or umbrella courses:
   a. General course registration: Discipline: Number:
   b. General registration title:
   c. Specific course title for semester offered (topics course title):
   d. Topics course registration is for: FALL SEMESTER Year:

3. a. [ ] Undergraduate listing: Discipline: Number:
   b. [ ] Graduate listing: Discipline: Number:

   b. Course start date: FALL SEMESTER YEAR: 2004

5. Abbreviated course title (restricted to 16 spaces) Under Ed Res

6. a. Semester hours of credit assigned to course (invariable): 3
   b. Can this course have variable credit [ ] No [ ] Yes - Credit range to semester hours
   c. Is this course is repeatable for multiple credit? [ ] No [ ] Yes - Credit Maximum =

7. Type of Course: LIBERAL ARTS

8. General Education Information: (Complete only for General Education courses)
   a. General Education Knowledge Area (choose one if applicable): NONE
   b. Additional student learning outcomes: (check all codes that are currently approved)
      [ ] Contemporary Issues (I) [ ] Upper Level Writing (U)

Page 8 of 9
College Senate Office, 3/3/2006
2005-2006-15.res
Both Contemporary Issues and Upper Level Writing (J)
Scholarship on Women (W) Diversity (D)
Science & Technology (E) Other World Civilizations (Non-Western) (O)

If cross-listed in another discipline(s), give discipline(s)/number(s):
If there are pre-requisites that are enforced, give discipline(s)/number(s):
If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 40
    b. How many sections do you expect to offer per semester: 2

11. Sections of this course are (check one): taught by one instructor  ☒ taught by a team ☐

12. Planned frequency of offering: EVERY SEMESTER

13. Grading (check any that apply):
    ☒ Letter grade ☐ Pass/Fail (S/U) ONLY ☐ Approved for IP grade
    ☐ Course requires a minimum grade of ___ for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:

15. If this course is required for any degrees/programs, please list them below:
    MS in Childhood, MS in Adolescence English and BiLingual Education

Write a brief course description for the College Catalogs. Reflect content as accurately as possible using words or less (about 500 characters). Use action verbs and omit “This course covers...” and similar phrases. Explores qualitative and quantitative methods of research. Examines action research that pertains to teaching and research interests. Involves action research related to a discipline. Requires students to formulate an action research question for possible use with the project/thesis and develop a literature review for the question, including an evaluation of the research.

17. For all courses, please attach the following information:
    (a) a list of major course objectives
    (b) a topical outline of course
    (c) a list of methods used to evaluate student performance
    (d) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
    (e) a current course syllabus, if possible
    (f) a brief statement detailing the additional work required of graduate students in a “swing course.”

For General Education courses only, attach also:
(g) Supplemental General Education Course Registration Form
(h) Student Learning Outcomes Checklist (for specific codes requested).