

2-19-2007

Minor Revision of Adolescence Graduate Programs in English, Mathematics, Science and Social Studies

The College at Brockport, College Senate

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TO: Dr. John R. Halstead, College President

FROM: The College Senate: *February 19, 2007*

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

SUBJ: **Minor Revision of Adolescence Graduate Programs in English, Mathematics, Science and Social Studies #31 06-07 GC**

Signed: Jeffrey T. Lasbrook Date: 2/23/07
(Dr. Jeffrey T. Lasbrook, 2006-07 College Senate President)

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

TO: The College Senate President

FROM: College President

- RE: ⇨ I. Decision and Action Taken on Formal Resolution (circle choice)
- a. Accepted
 - *Implementation Effective Date: FALL 2007
 *Date resolution will begin to be used by the College (i.e. spring, fall, when included in catalog, etc.)
 - 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: President's Cabinet

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

Signed: [Signature] Date: 3/6/07
(Dr. John R. Halstead, President, SUNY College at Brockport)

DEADLINE FOR SUBMISSIONS: FEBRUARY 23

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at www.brockport.edu/collegesenate).
- Email proposal and this cover page to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including 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*.

Minor Revision of Adolescence Graduate Programs in English, Mathematics, Science and Social Studies.
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2. BRIEF DESCRIPTION OF PROPOSAL:

Total number of credits remains the same; substitution of 6-9 hours of core courses for 6-9 hours of professional electives.
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3. ANTICIPATED DATE OF IMPLEMENTATION:

Fall, 2007

Enter date this will be effective if passed by the Senate.

4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
12/4/06			

5. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Dr. Eileen Daniel	EHD	5505	edaniel@brockport.edu

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

Standing Committee	Forwarded To	Date
__ Enrollment Planning & Policies	Committee	12/6/06
__ Faculty & Professional Staff Policies	Executive Committee	1/29/07
__ General Education & Curriculum Policies	Senate	2/5/07 – vote 2/19/07
XX Graduate Curriculum & Policies	Senate President's Signature	2/23/07
__ Student Policies	College President's Signature	
__ Undergraduate Curriculum & Policies	To Vice Provost	
	Other	

*(ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)

MS in Education: Adolescence

MS in Education: Adolescence English Education

SED Program Name: Adolescence Education: English
Award: MSED
IRP Program Code: 29278
Certificate Area and level: English 7-12/Professional

MS in Education: Adolescence Mathematics Education

SED Program Name: Adolescence Education: Mathematics
Award: MSED
IRP Program Code: 29280
Certificate Area and level: Mathematics 7-12/Professional

MS in Education: Adolescence Science Education

Content Area: Biology

SED Program Name: Adolescence Education: Biology
Award: MSED
IRP Program Code: 29281
Certificate Area and level: Biology 7-12/Professional

Content Area: Chemistry

SED Program Name: Adolescence Education: Chemistry
Award: MSED
IRP Program Code: 29282
Certificate Area and level: Chemistry 7-12/Professional

Content Area: Earth Science

SED Program Name: Adolescence Education: Earth Science
Award: MSED
IRP Program Code: 29283
Certificate Area and level: Earth Science 7-12/Professional

Content Area: Physics

SED Program Name: Adolescence Education: Physics
Award: MSED
IRP Program Code: 29284
Certificate Area and level: Physics 7-12/Professional

MS in Education: Adolescence Social Studies Education

SED Program Name: Adolescence Education: Social Studies
Award: MSED
IRP Program Code: 29285
Certificate Area and level: Social Studies/Professional

Rationale for Program Revision

The Department of Education and Human Development proposes to revise 33-credit hour graduate programs within the Department to include a common core of courses which will be taken by all graduate students

seeking permanent or professional certification. The creation of a common core addresses issues of program outcomes, assessment, resource utilization and demand. Core courses serve a broader range of programs. It is the goal of revised programs to reduce the number of overly small classes to better utilize faculty resources and offer graduate courses on a schedule responsive to student needs.

Revised programs are consistent with the New York State standards for registered programs found in section 52.21(b) of the Commissioner's Regulations. All programs lead to a master's degree that includes at least 12 semester hours in graduate study that links pedagogy and content in the subject of the certificate or a related subject.

A comparison of the new program to the old program.

The Adolescence English Education program will continue to require the following admission prerequisites:

A baccalaureate degree from an accredited four-year college or university with a minimum GPA of 3.0 on a 4.0 scale, and a valid NYS initial certificate in English Language Arts, Mathematics, Social Studies, Biology, Chemistry, Physics, or Earth Science 7-12 or provisional certification in English, Mathematics, Social Studies, Biology, Chemistry, Physics, or Earth Science 7-12.

NYS Teacher Certification:

There are no changes with respect to the NYS teaching certificate for which this program is registered to lead. Admitted students holding NYS English Language Arts, Mathematics, Social Studies, Biology, Chemistry, Physics, or Earth Science 7-12 certificates will receive the College endorsement for professional certification in the same title area upon program completion. Admitted students who hold provisional certification in English, Mathematics, Social Studies, Biology, Chemistry, Physics, or Earth Science 7-12 may receive the College endorsement for permanent certification in English, Mathematics, Social Studies, Biology, Chemistry, Physics, or Earth Science 7-12 through this program until 2011 when the state will no longer issue permanent certificates.

English

Current Program	Cr.	Proposed Program	Credits
Core Courses		Core Courses	
EDI 600-Understanding Educational Research	3	EDI 600-Understanding Educational Research	3
		EDI 601 –Diversity in Education	3
		EDI 603 –Educational Assessment	3
EDI 791 –Seminar In English Ed.	3	EDI 791-Seminar in English Education	3
Professional Courses		Professional Courses	
EDI 645 –Reading & Responding to Literature, K-12	3	EDI 647 –Teaching Adolescent Reading, Writing, & Literature	3
EDI 648 –Teaching of Written Composition, K-12	3		
EDI 678 –Issues in English Education	3	EDI 678-Issues in English Education	3
Liberal Arts Courses		Liberal Arts Courses	
ENL XXX by advisement	12-18	ENL XXX by advisement	12
Elective by advisement	3	Elective by advisement	3
Total Credits	33	Total Credits	33

Math

Current Program	Credits	Proposed Program	Credits
Professional Courses		Professional Courses	
EDI 622 –Adv. Adol. Curr. Math	3	EDI 622 –Adv. Adol. Curr. Math	3
EDI 686 –Prob. In Math Ed.	3	EDI 686 –Prob. In Math Ed.	3
Liberal Arts Courses		Liberal Arts Courses	
MTH XXX by advisement	12-18	MTH XXX by advisement	12
Core Courses		Core Courses	
		EDI 600 –Understanding Ed. Res.	3
		EDI 601 –Diversity in Education	3
		EDI 603 –Educational Assessment	3
EDI 792 –Seminar in Math.	3	EDI 792 –Seminar in Math	3
Electives by advisement	3-12	Elective by advisement	3
Total Credits	33	Total Credits	33

Science

Current Program	Cr.	Proposed Program	Credits
Core Courses		Core Courses	
		EDI 600 –Understanding Educational Research	3
		EDI 601 –Diversity in Education	3
EDI 685 –Statistics and Research	3	EDI 603-Educational Assessment	3
EDI 793 –Seminar in Science Ed.	3	EDI 793 –Seminar in Science Ed.	3
Professional Courses		Professional Courses	
EDI 617 –Adv. Meth. In Science Ed.	3	EDI 617 –Adv. Meth. In Science Ed	3
EDI 623 –Reading Research in Science	3	EDI 623 –Reading Research in Science	3
Liberal Arts Courses		Liberal Arts Courses	
Science courses by advisement	12-18	Science courses by advisement	12
Electives by advisement	9	Elective by advisement	3
Total Credits	33	Total Credits	33

Social Studies

Current Program	Credits	Proposed Program	Credits
Core Courses		Core Courses	
		EDI 600 –Understanding Ed. Res.	3
		EDI 601 –Diversity in Education	3
		EDI 603 –Educational Assessment	3
EDI 794 –Seminar in Social Studies Education	3	EDI 794 –Seminar in Social Studies Education	3
Professional Courses		Professional Courses	
EDI 624 –Advanced Adol. Curr SS	3		
EDI 670 –Issues in SS Ed.	3	EDI 670 –Issues in SS Ed.	3
EDI 674 –Applied History Seminar	3	EDI 674 –Applied History Seminar	3
Liberal Arts Courses	12-18	Liberal Arts Courses	12
Electives by advisement	3-9	Elective by advisement	3
Total Credits	33	Total Credits	33

*A discussion regarding “Mission”, “Market”, and “Quality”. Specifically address the following issues:
How does the proposal reflect the campus mission focus?*

The revised program is focused towards providing a professional graduate education for qualified applicants. Emphasis is placed on student learning and preparing teachers with the knowledge necessary to be successful educators of P-12 students in New York schools. The revised program includes a new course entitled Diversity in Education. This

course explores issues of diversity across race, culture, language, gender, religion, disability, and socioeconomic status, and addresses the philosophy of inclusion and collaboration for students, teachers, families, and communities.

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

New York State requires teachers to complete a master's degree program within five-years of receiving their initial or provisional teaching certificate. School Districts desire educators with experience in assessment and who are sensitive to the needs of diverse learners. The revised program includes an updated assessment course (EDI 603) and a newly created course focused on issues of diversity (EDI 601).

How is program quality addressed in this proposal?

All 33-credit hour programs in the Department of Education and Human Development will have the same "core courses" including EDI 600 Understanding Educational Research, EDI 603 Assessment, EDI 601, Diversity in Education, and EDI 7XX Seminar in [Content Area] Education. The common core will allow for common assessments across programs and provide comparable data for program improvement. Revised programs will align to NCATE and Specialty Professional Association standards.

Description of the new courses.

Attached: Syllabi for EDI 601, 603(existing course with revised title and content), 647

Staffing.

Sufficiency of existing staff.

Existing staff will be sufficient for the revised program.

Need for new staff.

No additional staff are necessary at this time.

Additional cost (SUNY).

There are no anticipated additional costs to support these program revisions.

Effective Date (SUNY).

New programs will begin effective fall 2007.

Academic administration commentary. It is strongly recommended that the department consult with the Graduate Dean EARLY in the process.

Letter of review/comment from the Graduate Dean

Letter of review/comment from Dean of the School.

Letter of review/comment from Department Chair.

Resources, facilities, and non-teaching staff needed to implement the program.

Statement of review and comment from Drake Library.

Statement of review and comment from Academic Computing Services.

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

N/A

**SUNY College at Brockport
Department of Education and Human Development
EDI 647: Teaching Adolescence Reading, Writing, and Literature**

**Thomas R. Giblin, Ed.D
585-395-5165
285 Brown Building**

**Fall, 2006
tgiblin@brockport.edu
Office Hours: 11:30-1:00 (T/R)
4:30-5:30 (T) and by
appointment**

Course Catalog Description

EDI 647: Teaching Adolescence Reading, Writing, and Literature (B) Examines secondary student reading needs and provides a survey of methods, materials, and assessments for developmental and remedial reading instruction. Uses the writing workshop model for teachers to enhance their own writing skills and their teaching

of composition. Provides a survey of the major theories of literary interpretation and develops methods for reading and responding to traditional, young adult, and multi-cultural literature. Emphasizes contemporary language arts curriculum content, the New York State Education Standards and assessments, and technological applications that apply to teaching English in secondary schools.

Objectives

- (1) To examine and produce effective techniques for teaching reading, writing, and literature.
- (2) To review current research and critical issues related to teaching reading, writing, and literature.
- (3) To examine the role of state and national standards and assessments in teaching Adolescence English.
- (4) To analyze, evaluate, and act on the experiences of the course.

Rationale

Teachers of English in middle and high schools are being challenged to be more effective in their teaching, to meet new standards, and to deal with a range of critical issues related to teaching English. It is important that teachers have a forum for examining the multiple strategies related to effectively teaching the language arts and to achieve a better understanding of their own strengths and needs for improvement.

Texts

Ericson, *Teaching Reading in High School English Classrooms*, NCTE
Romano, *Writing with Passion*, Heinemann
Beach, *Teaching Literature to Adolescents*, Lawrence Erlbaum Associates

Grading and Evaluation

The course is designed to present you with a range learning opportunities, including large and small group activity, discussion, debate, a writing workshop, and applications of the Internet. Completing required assignments and attending and participating in class activities are essential.

Grading:

A = 95-100
A- = 90-94
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
E = Below 74

Evaluation:

Detailed expectations, including the development of rubrics for each of the following required components of the class, will be discussed and finalized as part of the class activity during the initial meetings:

(1) Reading and Responding to Textbook Assignments.....30%

Following the syllabus schedule for assigned reading, for each assignment you will be asked to submit a one to two page typewritten paper that (a) identifies a significant point(s) made by the author and (b) articulates a possible implication(s) of the point(s) for classroom teaching. There will be a total of ten (10) papers required for this activity.

(2) Effective Writing Lessons and Workshop Activities.....30%

Following the syllabus schedule for “Effective Lessons,” you will be expected (a) to design and present to the class one lesson for each area---reading, writing, literature---in a typewritten handout for each member of this class, including goals, objectives, standards to be addressed, teaching strategies, materials, accommodations, expected outcomes, and assessments, and (b) to teach an aspect of one of the lessons, actively engaging the class in the writing process.

(3) Critical Issues Presentation.....10%

Following the syllabus schedule for “Critical Issues,” you are to select one “critical issue” related to teaching adolescence English and in a one to two page typewritten paper (a) identify the issue and why it is critical to teaching today (b) what you believe are some strategies for dealing with the issue, using your own ideas and those from at least five, documented sources in the literature.

(4) Class Participation.....20%

Your attendance, presentations, responses, questions, comments, and any other related contributions are extremely valuable to the effectiveness of the class; credit will be given for making effective, graduate level contributions at each class meeting.

(5) Final Exam/Writing Project.....10%

Based on your personal interest in one or more areas of adolescence English, a culminating project, based on the many elements of this class, will be prepared in a format to be cooperatively determined by you and the instructor.

Attendance Policy

The student is responsible for all assigned course work and cannot be absolved of his/her responsibility. When enrolled in a particular course, the student is obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences, excused or not, do not alter this responsibility.

Absences will be excused for (a) documented illnesses, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Excuses for the official representation of the College must be obtained from the official supervising that activity or event.

Students whose unexcused absences exceed 15 percent of the scheduled classes may receive a lowered grade or failure at the instructor's discretion. Student objections to an application of an instructor's attendance policy must be pursued through the Attendance Appeals Process.

Academic Dishonesty Statement

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability Statement

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Drop/Withdrawal Policy

Drop deadline is September 26, 2006 at 5 PM. After this date, you can leave this course during the *withdrawal period* which runs from 9/27/06-11/03/06. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, from November 4 through December 1 at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair, Dr. Daniel.

NCATE Conceptual Framework

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

Student coursework in Education courses must be made available for NCATE program reviewers. Student

documents, with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have a record of their learning.

Cell Phone and Electronic Devices Policy

Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

Class Schedule

<u>Date</u>	<u>Topics</u>	<u>Reading/Assignment Due</u>
8/29	Discuss Syllabus, Expectations, Making Connections, Rubrics, Thinking Skills, Standards	
9/5	Finalize Rubrics, Discuss and Select Critical Issues and Teaching Lesson Topics and Dates, Review Reading and Responding Expectations, Discuss Strategies For Building a Community of Learners	Effective Strategies for Building Learning Communities
9/12	Reading and Responding Critical Issue #1 Effective Lessons #1,#2	Romano, pp.1-54
9/19	Reading and Responding Critical Issue #2 Effective Lessons #3, #4	Romano, pp. 55-132
9/26	Reading and Responding	Romano, pp. 133-206

Critical Issue #3
Effective Lessons #5, #6

- 10/3 Goals for Literature,
Understanding Student Diversity,
Deciding What to Teach Beach, pp. 1-66
Critical Issue #4
Effective Lessons #7, #8
- 10/10 Using Drama for Understanding,
Classroom Discussions,
Writing About Literature Beach, pp.67-121
Critical Issue #5
Writing Lesson #9, #10
- 10/17 Mid-Term Break: No Class
- 10/24 Using Narratives,
Teaching the Classics,
Multiple Perspectives Beach, pp.122-143 and
Critical Issue #6 pp. 164-195
Effective Lessons #11,12
- 10/31 Teaching Media Literacy,
Assessing Student Learning,
Censorship and Selection Beach, pp. 196-255
Critical Issues #7
Effective Lessons #13, #14
- 11/7 Reading Issues in Middle and HS
Critical Issue #8 Ericson, pp. 1-83
Effective Lessons #15, #16
- 11/14 Reading Strategies in Middle and HS
Critical Issue #9 Ericson, pp. 84-154
Effective Lessons #17, #18
- 11/21 An English Department Chair's View

11/28 Discuss Final Projects Final Project
 Critical Issue #10
 Effective Lessons #19, #20, #21

12/5 Discuss Final Projects
 Reflections, Evaluation

Bibliography Resources

A Fresh Look at Writing, Graves
In the Middle, Atwell
Clearing the Way, Romano
When Writing Teachers Teach Literature, Young and Fulwiler
Strategies for Teaching Writing, Kirby, Kirby, and Liner
When Kids Can't Read, What Teachers Can Do, Beers

Current Resources

National Council of Teachers of English (NCTE)
Conference on English Education (CEE)

Classic Resources

Literature Study in the High Schools, Burton
The Teaching of High School English, Hook
Literature As Exploration, Rosenblatt

December 4, 2006

To: Faculty Senate
From: Eileen Daniel,
 Interim Chair,
 Education and Human Development
RE: Revision of Graduate Programs

I fully support the revision of the 33 hour Childhood, Adolescence and Bilingual programs.

January 15, 2007

TO: Faculty Senate

FR: Christine E. Murray, Dean

RE: MSED programs revisions

I have reviewed the Department of Education and Human Development's proposals for program revisions in the MSED Childhood Education, Adolescence Education, and Bilingual Education programs. These revisions strengthen the programs to better prepare teachers who are seeking professional certification. I give them my full support.