2-19-2007

Minor Revision of Graduate Childhood Curriculum Specialist

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 Graduate Childhood Curriculum Specialist #26 06-07 GC

Signed:       Jeffrey T. Lashbrook

(Dee, Jeffrey T. Lashbrook, 2006-07 College Senate President)

Date: 2/23/07

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

TO:            The College Senate President

FROM:          College President

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:        Dr. John R. Halstead

(Dee, John R. Halstead, President, SUNY College at Brockport)

Date: 3/6/07
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 Graduate Childhood Curriculum Specialist

2. BRIEF DESCRIPTION OF PROPOSAL:
Replacing EDI 602 with EDI 601; replacing an elective with EDI 603. Total credits remains the same.

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.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
<th>Updated on</th>
<th>Updated on</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/4/06</td>
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<td></td>
</tr>
</tbody>
</table>

5. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Eileen Daniel</td>
<td>EHD</td>
<td>5505</td>
<td><a href="mailto:edaniel@brockport.edu">edaniel@brockport.edu</a></td>
</tr>
</tbody>
</table>

6. 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</td>
<td>12/6/06</td>
</tr>
<tr>
<td>_Faculty &amp; Professional Staff Policies</td>
<td>Executive Committee</td>
<td>1/29/07</td>
</tr>
<tr>
<td>_General Education &amp; Curriculum Policies</td>
<td>Senate</td>
<td>2/5/07 – vote 2/19/07</td>
</tr>
<tr>
<td>XX Graduate Curriculum &amp; Policies</td>
<td>Senate President’s Signature</td>
<td></td>
</tr>
<tr>
<td>_Student Policies</td>
<td>College President’s Signature</td>
<td></td>
</tr>
<tr>
<td>_Undergraduate Curriculum &amp; Policies</td>
<td>To Vice Provost</td>
<td></td>
</tr>
</tbody>
</table>

* (ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)
MS in Education: Childhood Curriculum Specialist

SED Program Name: Childhood Education
Award: MSEd
IRP Program Code: 29277
Certificate Area and level: Childhood 1-6/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. The program leads to a master’s degree that includes at least 12 semester hours in graduate study that links pedagogy and content in each of the following areas of the state learning standards for students: English language arts; mathematics, science and technology; and social studies.

A comparison of the new program to the old program.

a. The Childhood Curriculum Specialist 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 Childhood Education Grades 1-6, initial Early Childhood Birth-Grade 2, or provisional Pre K-6 certification. There have been no changes to the admission prerequisites.

b. NYS Teacher Certification:
There are no changes with respect to the NYS teaching certificate for which this program is registered to lead. The program will continue to lead to professional certification in Childhood Education Grades 1-6. Admitted students holding NYS Childhood Education Grades 1-6 certificates will receive the College endorsement for professional certification in the same title area upon program completion. Admitted students who hold provisional Pre K-6 certification may receive the College endorsement for permanent certification in Pre K-6 through this program until 2011 when the state will no longer issue permanent certificates. Admitted students holding initial Early Childhood Birth-Grade 2 certification will be directed to apply for professional certification through a direct state application at program completion.

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Credits</th>
<th>Proposed Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>EDI 600-Understanding Educational Research</td>
<td>3</td>
<td>EDI 600-Understanding Educational Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDI 603-Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td></td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>EDI 602-Seminar in Childhood Curriculum</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDI 703-Seminar in Childhood Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDI 601-Diversity in Education in a Pluralistic Society</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDI 703-Seminar in Childhood Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Curriculum Concentration

At least one course in each of the following areas (selected with advisement):

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. science or teaching of science</td>
<td>3</td>
</tr>
<tr>
<td>b. mathematics or teaching of mathematics</td>
<td>3</td>
</tr>
<tr>
<td>c. social studies or teaching of social studies</td>
<td>3</td>
</tr>
<tr>
<td>d. language arts or teaching of language arts</td>
<td>3</td>
</tr>
</tbody>
</table>

### Professional Courses

At least one course in each of the following areas (selected with advisement):

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. science or teaching of science</td>
<td>3</td>
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<tr>
<td>c. social studies or teaching of social studies</td>
<td>3</td>
</tr>
<tr>
<td>d. language arts or teaching of language arts</td>
<td>3</td>
</tr>
</tbody>
</table>

### Breadth Courses

(Selected with advisement) 9 credits

### Electives

(Selected with advisement) 9 credits

### Elective

3 credits

### Total Credits

33 credits

---

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...
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 703 Seminar in Childhood 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.

See attached.

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.
Course Catalog Description
Engages students in critical examination, grounded in historical, philosophical, theoretical, and legal frameworks, of issues of diversity, including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion as applied to education in a pluralistic democracy. Exploration of identity construction, family systems, power, privilege, oppression, and implications for our work as teachers, and for children’s and families experiences within a variety of inclusive educational settings.

Rationale
Diversity, broadly defined, includes issues of including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion. Diversity in the nation's schools is both an opportunity and a challenge. The nation is enriched by the diversity among its citizens and within its schools. However, whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination develop. Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance.

Every child comes to school with an identity, whether these identifications are conscious or unconscious. Grounded in the understanding that various, diverse identities are a positive contributing factor to education and a reflection of the world in which we live and work, teachers must recognize and respect all children’s and families identities. This identification must be recognized and respected by the teacher. It must be the basis for the learning activities in the classroom. The point here is to acknowledge differences rather than ignore them. It is equally critical that the children recognize and appreciate their own ethnicity and learn to appreciate those of the other children in the class. This recognition of individual identities is the beginning point, it is a connector of both the teacher to the student and the students to each other. It is the basic building block in the learning process which requires knowing where the child is relative to him/herself and the content to be addressed.

Through critical reflection on our own praxis we can create a shared sense of purpose and a new vision towards the achievement of all students, regardless of race, gender, culture, language, disability, religion, socioeconomic status, ability and ethnicity in order to affect and change current practices. Constructing understandings of family systems and structures, alongside such an understanding of sociocultural diversity can position teachers to respect diverse families and collaborate effectively with those families to meet the needs of all children.

Multicultural education is an idea, an educational reform movement, and a process (Banks, 1997). As an idea, multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures.
and groups within a society and within the nation’s classrooms. Multicultural education is a process because its goals are ideals that teachers and administrators should constantly strive to achieve.

**Course Objectives**

Students will have opportunities to:

A. Examine how we are socio-culturally situated; implications for teaching and learning.

B. Examine how racial, ethnic, language, cultural, class, gender, sexual orientation, ability and religious identity is constructed; implications for teaching and learning.

C. Examine how law and public policy interface with educational systems and classrooms.

D. Construct understanding of diverse family systems and explore ways of becoming allies to diverse children and families.

E. Construct understanding of continuum of multicultural education models.

**Course Topics:**

A. How are we socioculturally situated? What are implications for how we experience the world?

B. How are our multiple identities constructed? How do we construct the identities of those we perceive to be “other”? What are implications for teaching and learning?

C. How do institutional structures impact the educational experiences of children, families, and teachers through law and public policy? What are multiple and overlapping forms of power?

D. How might educators learn from and collaborate with diverse families?

E. What are various models of multi-cultural education? How might we draw on these in our own practice?

**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.

**Texts and Materials:**

Course instructors will choose from among current texts such as the following:


Grading and Evaluation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Highest level of work</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>Average work</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>Lowest passing grade</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>73-76</td>
</tr>
<tr>
<td>E</td>
<td>72 and below</td>
<td></td>
</tr>
</tbody>
</table>

Assignments

Possible assignments:
1. Journal article analyses and reflections
2. Book circle presentations
3. Sociocultural identity paper
4. Action project and presentation
5. Critical examination of classroom environments, curricula and curricular materials, pedagogical strategies, assessment tools and strategies
6. Interviews
7. Cross cultural events attendance & reflection
8. Journals
9. Examinations
10. Web discussion board

Attendance Policy: Your learning--as well as the learning of the rest of us--depends on your active participation. Show your respect for your peers by arriving promptly. Regular attendance is absolutely critical. If you must miss class for an excused absence it is your responsibility to notify the instructor and make arrangements to make up missed work. It is the student’s responsibility to provide documentation excused absences in a timely manner. After one unexcused absence, your final course grade will be lowered by one level for each unexcused absence (e.g. B to B-). See the Your Right to Know for a description of excused absences. Tardiness will be considered a factor in assessing attendance.

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.

**Language:** We respectfully request that all members of this course adhere to the usage of “People First Language” as mandated by Individuals with Disabilities Education Act ‘97. Treatment of persons with disabilities requires awareness of the person first, rather than the disability. Therefore, the language referring to “A student with disabilities” is necessary and desirable, rather than “A disabled student.”

**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.

**Add/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 9/27/05-11/03/06. 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.

**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.*

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction What is culture? What is diversity in a pluralistic society?</td>
</tr>
<tr>
<td>Weeks 2-6</td>
<td>Identity construction and implications for teaching and learning: consideration of race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion</td>
</tr>
<tr>
<td>Weeks 7-8</td>
<td>Effects of laws and public policies on educational systems and experiences in classrooms</td>
</tr>
<tr>
<td>Weeks 9-10</td>
<td>Exploration of diverse family structures and systems; frameworks and strategies for working with</td>
</tr>
</tbody>
</table>
Weeks 10-13  Exploration and application of models of multicultural education

Week 14  Presentations of students’ action projects

Current Resources


Teaching for Change.


Classic Resources


Smith, J.D. (1997). Mental retardation as an educational construct: Time for a Nww shared view?


**Key Journals**

*American Annals of the Deaf*
*American Journal of Mental Deficiency*
*Annals of Dyslexia*
*Anthropology and Education Quarterly*
*Child Development*
*Contemporary Issues in Early Childhood*
*Developmental Psychology*
*Disability Studies Quarterly*
*Discourse Process*
*Early Childhood Research Quarterly*
*Exceptional Children*
*Exceptional Parent*
*Family Process*
*Family Relations*
*Gifted Child Quarterly*
*Intervention in School and Clinic*
*Journal of American Association of Mental Retardation*
*Journal of Applied Behavioral Analysis*
*Journal of Early Intervention*
*Journal of Learning Disabilities*
*Journal of Marriage and Family*
*Journal of Pedagogy, Pluralism and Practice*
*Journal of Research on Adolescence*

*Journal of Special Education*

*Language Arts*
*Language in Society*
*Learning*
*Multicultural Education*
*Multicultural Perspectives*
*Phi Delta Kappan*
*Remedial and Special Education*
*Rethinking Schools*
*Review of Disability Studies*
*Special Education Report*
*Teaching Exceptional Children*
*Teaching Tolerance*
*Theory into Practice*
Key Websites

The American Speech-Language-Hearing Association
http://www.asha.org

Association for Childhood Education International
http://www.udel.edu/bateman/acei/

The Association for Persons with Severe Handicaps
http://www.tash.org

The Big Pages of Special Education Links
http://www.inclusiondaily.com

Center for Law and Education
http://cleweb.org/

Children's Defense Fund
http://www.childrensdefense.org/

Children First: National PTA
http://www.pta.org/index.stm

Comprehensive Center-VI Forum
http://www.wcer.wisc.edu/ccvi/

Council for Exceptional Children
http://www.cec.sped.org

Culturally and Linguistically Appropriate Services, Early Childhood Research Institute
http://clas.uiuc.edu/

Family Education Network
http://familyeducation.com/home/

Gay, Lesbian and Straight Educational Network
http://www.glsen.org

Improving America's School Act
http://www.ed.gov/legislation/ESEA

Harvard Family Research Project
http://gseweb.harvard.edu/~hfrp/

Iris Project at Vanderbilt University
http://www.iris.peabody.edu

Learning Disabilities Association of America
http://www.nyasp.org
National Association for the Education of Young Children  http://www.naeyc.org/default.htm

National Association for Multicultural Education  
http://www.nameorg.org/

National Center for Children in Poverty  
http://www.nccp.org

National Center for Learning Disabilities  
http://www.ncld.org

National Law Center on Homelessness and Poverty  
www.nlchp.org

National Coalition for Parent Involvement in Education (NCPIE)  http://www.ncpie.org/start.shtml

National Council on Family Relations  
http://www.ncfr.org

National Information Center for Children and Youth with Disabilities  
http://www.nichcy.org

The National Network of Partnership Schools  
http://www.csos.jhu.edu/p2000

The National Organization of and for People with Mental Retardation and Related Developmental Disabilities  
http://www.theac.org

National Parent Information Network  
http://ericps.ed.uiuc.edu/npin/index.html

National Women’s History Project  
http://www.nwhp.org/

NCREL Parent and Family Involvement  
http://www.ncrel.org/sdrs/areas/pa0cont.htm

NCREL Parent Involvement Database of Promising Practices  
http://www.ncrel.org/sdrs/pidata/pi0over.htm

Paolo Freire Institute  
http://www.paulofreireinstitute.org/

Partnership for Family Involvement in Education  
http://pfie.ed.gov/

Resilience Net  
http://resilnet.uiuc.edu/
Rethinking Schools
http://www.rethinkingschools.org

Special Needs Link
http://www.specialneeds.com

Southern Poverty Law Center
http://www.splcenter.org/

Strong Families, Strong Schools
http://eric-web.tc.columbia.edu/families/strong

Teaching for Change
http://www.teachingforchange.org/

Teaching Tolerance
http://www.teachingtolerance.org

EDI 603 –Educational Assessment and Evaluation
SUNY College at Brockport
Department of Education and Human Development

Instructor's Name          Semester
Office Phone               Email
Course Catalog Description:
Provides an overview of the theory and practice of assessment for teachers. Emphasizes classroom assessment and evaluation practices consistent with the NYS Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Includes assessments used for improving student performance and teaching practice.

Objectives
Upon completion of the course, students will know the following:

• Understand the history and legal, social, political, and ethical issues related to student assessment
• Be familiar with basic statistical and measurement procedures to assist in understanding and interpreting assessments, testing, and test scores, understand and interpret standardized tests and scores
• Be familiar and utilize alternative forms of assessment
• Understand and be able to develop reliable and valid teacher-made assessments
• Make data driven decisions related to curriculum and pedagogy

Rationale
Masters-prepared teachers must understand the complementary nature of the relations among ongoing assessment, data collection, and instructional planning. The experience of using a variety of instructional and assessment strategies, activities, materials and theory creates possibilities for teacher candidates to develop their own pedagogical style and enhance learning among their students. The experience establishes an essential foundation for the subsequent study and use of effective pedagogy and technologies.

Texts and Materials:

Additional Readings will be placed on ANGEL.

Assignments:
Assessment Development Project
Research Paper
Rubric Design
Midterm and Final Exams
Article Review

Attendance Policy:
Students are expected to attend and participate in classes. Students are permitted one unexcused absence without penalty. Further unexcused absences will result in 1/3 letter off per absence.

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 ____ at 5 PM. After this date, you can leave this course during the withdrawal period which runs from_____. Students must submit a withdrawal form to the Registrar’s Office. During the late withdrawal period, from ____ at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair.

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.

"Teacher Candidate coursework in Education courses must be made available for NCATE program reviewers. Student documents (i.e. students in the PK-12 schools), with students’ names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Teacher Candidates 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>I</td>
<td>Introduction Course Overview</td>
<td></td>
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<tr>
<td>II.</td>
<td>History of Assessment in Education Political/Social/Legal/Ethical Issues</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Assessing Instruction</td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Students

III Quantitative Statistics
   Measures of Central Tendency
   Inferential Statistics

IV. Qualitative Assessment

V. Reliability, Validity, Norms, Sampling

VI. Assessing Students with Diverse Needs

VII Review
   Midterm Exam

VIII Rubric Development

IX Alternate assessment: Observation

X Portfolio/Work Samples

XI Standardized Testing-Formal Measures
   Test score interpretation: t score, z score, stanines, percentiles

XII Data driven decisions
   Pedagogy
   Curriculum

XIII Outcomes-based Accountability
   Assessments, Data Reporting Systems

XIV Summary
   Article Discussion
   Review
   Course Evaluation

XV Final Exam

Bibliography Resources


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**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.

Routing Numbers #26 06-07 GC, #30 06-07 GC, #31 06-07 GC
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.