Resolution #21  
Routing #2375-76  
C.B.T.E. Program in Social Studies 7-12

TO:  PRESIDENT ALBERT W. BROWN  
FROM:  THE FACULTY SENATE  
Meeting on May 10, 1976 (Date)

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

SUBJECT:  C.B.T.E. Program in Social Studies 7-12 PERMANENT (See attached)

Signed  [Signature] Date Sent 5/11/76 (For the Senate)

TO:  THE FACULTY SENATE  
FROM:  PRESIDENT ALBERT W. BROWN  
RE:  I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

a. Accepted. Effective Date June 21, 1976  
b. Deferred for discussion with the Faculty Senate on  
c. Unacceptable for the reasons contained in the attached explanation

II, III.  
a. Received and acknowledged  
b. Comment:

DISTRIBUTION:  Vice-Presidents:  [Signature]  
Others as identified:  [Signature]

Distribution Date:  
Signed:  [Signature] (President of the College)

Date Received by the Senate:  AUG 23 '76
Section I  COVER SHEET

A. Date: April 1, 1976

B. Name of College:
   State University College at Brockport

C. Name of Participating School Districts:
   Gates-Chili Central School District

D. Title of N.Y.S. Certificate:
   Social Studies, 7-12

E. Level of Certificate:
   Permanent

F. Degree(s):

G. Anticipated Date of Program Implementation:
   June 1, 1978

H. Anticipated Date of Program Completion by Initial Entrants:
   June 1, 1979


B.1' Conceptualization

Complex tasks face the social studies teacher preparing future citizens capable of addressing themselves to societal changes of a magnitude never before faced. The increasing importance of these tasks are causes enough for the re-evaluation of requirements for social studies teachers. The establishment and use of consistent criteria in certifying social studies teachers will hopefully produce the best teacher possible for the children of New York State.

However, the social studies teacher must be cognizant of the important concepts and means of creating knowledge in the various social science disciplines. They must understand the interdisciplinary approaches which unify the general field of social science in order to determine those concepts and synthetic content statements which are most worthy of study by youngsters. The social studies teacher must be able to use inquiry skills and attitudes in helping youngsters develop their own inquiry skills, social values and decision-making processes related to important social issues.

The selection of goals and the strategies for achieving those objectives are hampered by the nature of the social sciences. There is no established pattern of continuity or sequence in the mass of content associated with the social sciences. While it is necessary to help students gain meaning and understanding from basic social science concepts, these concepts are often more abstract than concrete which makes the teaching of these a different task.

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The teacher in the classroom is the catalyst for learning. That is why the teacher is there. Learning is not a solitary achievement uninfluenced by the presence of humans. The difference the teacher makes is a profound and lasting one, and a teacher training program must be committed to insuring that the classroom climate is a positive one in creating the intellectual and social development of youngsters.

As such, the social studies professional should understand the theory and practice of modern social studies education including an emphasis on teaching strategies and the use of various instructional media. The prospective social studies teacher should be competent in creating a democratic classroom atmosphere, in communicating with youngsters and in developing positive interpersonal relationships in the classroom.3

The National Council for Social Studies and the New York State Council for Social Studies have produced documents outlining the professional and personal characteristics needed for successful social studies teaching. These documents were used in identifying the necessary skills, attitudes and knowledges needed by a social studies teacher. This program is designed to produce teachers having these characteristics, skills, attitudes and knowledges.

The program is designed to prepare social studies teachers, 7-12 for permanent certification in the State of New York. A key factor in the proposed program is the recognition of, and responsiveness to, the fact that variations of role expectations exist for the social studies teacher depending on the grade level and school system he is expected to serve. Specific expectations differ from school to school and are influenced by such factors as local curriculum adaptations, administrative preference, organizational structure, community aspirations, nature of the student body, and the

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perceptions of the individual teacher. Such wide variations in expectations mandates a permanent certification program which, though rigorous, responds to the reality of these varied requirements.

A key factor in this program is the recognition that the wide variety of content courses under the general rubric of social studies and the resulting skill differences required of teachers of these courses necessitates a certification program providing for flexibility to provide for these differences. Although no permanently certified teacher in New York State can be expected to have complete expertise in all areas of teaching the social studies, each social studies teacher should have some areas of special expertise.

The purpose of the proposed program is to assist the provisionally certified teacher in extending the competencies acquired during provisional certification and in acquiring high levels of competence in selected areas. Consequently, the program provides for a series of options of 15 semester hours for extension of acquired competencies based upon identified interests, strengths, needs or weaknesses. The student will also select from a list of options 15 semester hours of elective credits in areas of special interest in social studies education. Since not all teachers of social studies can be expected to be alike, this program provides for diversity and uniqueness. The program is designed to help individuals demonstrate that they can teach well, that they can teach in certain areas very well, but not that they do teach well. The latter attestation is a function of the tenuring process rather than the certifying process.
B.2 Requirements for Entrance

The requirements for entrance into the proposed Social Studies, 7-12 permanent certification program will be the possession of a baccalaureate degree and a New York State social studies, 7-12 provisional certification.
PERMANENT CERTIFICATION SECONDARY SOCIAL STUDIES

3. EXPECTED SKILLS, KNOWLEDGE, AND ATTITUDES, combined with

4. ASSESSMENT PROCEDURES

For Permanent Certification each candidate will be required to complete a thirty-semester program consisting of:

1. A competency-based nine-semester hour core in curriculum and advanced teaching methods.

2. Six semester hours of competency-based learning experience related to gaining special expertise in selected areas of secondary social studies education.

3. Fifteen semester hours of graduate education and/or liberal arts electives.

PART I: Core

All candidates will be required to complete competencies related to Advanced Secondary School Curriculum: Social Studies.

Based on a pre-assessment conference, candidates will select six semester hours from the following one-, two- or three-credit advanced teaching methods courses:

- Teaching Thinking Skills in Social Studies
- Using Newspapers in the Social Studies Classroom
- Discussion Techniques in the Social Studies Classroom
- Questioning Techniques in the Social Studies Classroom
- Map Skills
- Teaching Social Studies through Guided Discovery and Inquiry
- Simulation Games in the Social Studies
- Visuals for Social Studies Inquiry
- Curriculum Materials Development--Social Studies
Part II: Areas of Special Expertise

Candidates will select six semester hours from areas of special expertise, such as the following:

- Local History: Techniques
- Local History: Materials and Methods
- Consumer Education
- Values Education
- Social Action Strategies for Social Studies
- Teaching Law Related Concepts and Issues
- Environmental Education: Concepts and Structure
- Environmental Education: Strategies and Resources
- Reading Social Studies Education Research

Part III: Electives

Candidates will select fifteen graduate hours of electives in education and/or liberal arts with advisement.
B.5 **Student Guidance**

Applicants for **Permanent Certification in Social Studies, 7-12** will receive career development counseling and program advisement. When a student has been admitted to the SUNY Brockport Permanent Certification Program in Social Studies 7-12, he will be assigned by the Advisement Coordinator to a Program Advisor from among the SUNY Brockport faculty designated as Social Studies, 7-12 Permanent Certification Program Advisors. The Program Advisor will explain the completion requirements of the Program, and the options available within the program requirements. The Program Advisor and the student will consider the expressed interests and career objectives of the applicant. At that time, an appropriate program will be filed with the Advisement Coordinator. Later revisions to the program must be approved by the Program Advisor and filed with the Advisement Coordinator.

The role of the Program Advisor is to assist the applicant with career development planning and the selection and scheduling of an appropriate academic learning experience. If, for any reason, the applicant or the initial Program Advisor feels that the applicant's career development would be better served by a different Program Advisor, such changes would be made by the Advisement Coordinator. The Applicant, the Program Advisor and the Advisement Coordinator will at all times have an up-to-date record of the applicant's progress in the Program. A report of each set of competencies attained will be filed by the assessor with Advisement Coordinator.

The Advisement Coordinator will be responsible for maintaining the records which provide the warrant to recommend permanent certification for the applicant. When the student has completed his program as outlined in the initial advisement stages or as amended, the Advisement Coordinator will so notify the Certifying Officer of SUNY at Brockport and file the
set of completed competencies with the S.U.C.E. Placement Office and with the student's official transcript in the Registrar's Office.
B.6 Program Evaluation

Program evaluation will be carried on at the conclusion of each year of the program's operation. At the end of each year the policy board will meet for an evaluation session. In addition to representatives of school administrators, teachers associations and the college faculty, student representatives from those currently enrolled in the program will be invited to participate in the evaluative sessions.

The evaluative sessions will address themselves to the following questions:

1. Has it been adequately determined that students achieved identified competencies?

2. Does the program provide for a comprehensive list of competencies and options, as determined by the social studies education profession?

3. What problems are identified in completing the social studies education competencies?

Recommendations for changes in the program will be brought before the policy board. Recommendations for changes can be studied by special ad hoc committees, if necessary, before a vote of the full policy board is called.

Student course evaluation forms and instructor program evaluations will provide data upon which Policy Board decisions can be made.
SECTION C  Collaboration

C.1 A Policy board was created consisting of representatives of teachers and the administration of the Gates-Chili Central School District, Rochester, New York and of the Social Studies Education Faculty of the Department of Curriculum and Instruction at S.U.C. Brockport. The teachers were elected by their colleagues and by the President of the Gates-Chili Central School District Teachers' Association. The representatives of the school administration were appointed by the Chief School Officer of the Gates-Chili Central School District. The Social Studies Education representatives were appointed by the Dean of the Faculty of Education, S.U.C. at Brockport.

C.2 The original draft of this proposal for permanent certification of secondary social studies teachers, grade 7 through 12, was developed by social studies education staff members of the Department of Curriculum and Instruction at State University College at Brockport and submitted to the Policy Board described above. During Spring, 1976, a series of meetings was held. At the first meeting, the original rough draft of the proposal was submitted to the Policy Board for review and modification. Changes and alterations suggested at the Policy Board meeting by representatives of teachers and administration were written into the document. The revised document was again submitted to the Policy Board for approval. At these meetings details of the proposed implementation of the permanent certification program for secondary social studies teachers were worked out so that the respective roles of college personnel and school personnel were identified and agreed upon.
C. 3 & 4 Involvement

Rights and responsibilities of the parties at interest for program implementation.

The parties of this project (the State University of New York, College at Brockport, the Gates-Chili Central School District and the Gates-Chili Teachers' Association) agree to serve on the Policy Board of a Competency-Based Teacher Education Program for Social Studies, 7-12 Permanent Certification. The parties herein referred to as the College, the School District and the Teachers' Association enter into this program fully cognizant of and in accord with the following conditions:

1. The College is primarily responsible for the overall education, training and assessment of their students. Assessment of the competencies will be done in peer teaching situations, from video-tapes of the students classroom performance, from paper and pencil tests, projects or (with the express permission of the local Teachers' Association and the administration of the school) by field observations of the student in the classroom by the clinical professor from the college.

2. The School District and the Teachers' Association join in planning and evaluating the professional education program in Social Studies, 7-12 permanent certification.

3. The members of this consortium – the College, the School District and the Teachers' Association – will form a Policy Board to govern the program.

a. Policy Board Function.

The Policy Board will assess and evaluate the program as herein described and prescribe changes as they become necessary. The Policy Board has elected the Dean of the Faculty of Education, of the College to act as its official designee to recommend applicants for permanent certification to the New York State Department of Education.
b. Policy Board Composition.

The Policy Board shall consist of three representatives from the College, two representatives from the administration of the Gates-Chili Central School District and six representatives from the Gates-Chili Teachers' Association. These representatives vote within their respective agencies in matters pertaining to the Policy Board's functions outlined above. A majority vote within the agency dictates the direction of the agency unit. Two thirds of the agencies must agree to changes in governance policy.

4. Student's Rights and Responsibilities.

a. The student is a legal enrollee of the College and as such must comply with the policies and regulations governing student activities and program requirements which are made explicit in college descriptions of program requirements.

b. The student, if engaged in field experiences at the Cooperating School District, is responsible for regulations formulated by the School District as well as those required by the College.

c. The student shall not be used regularly by the School Districts or their personnel as sources of para-professional or clerical help, nor shall he or she supplant regularly employed teachers of the School District.

5. College Personnel

College personnel will serve the following functions:

a. Act as advisors and inform students of program objectives and expectations.

b. Acts as assessor of student achievement of competencies.
Only with the express permission of local administrators and Teachers' Association heads will field assessments be done in Policy Board schools.

7. College

The Department of Curriculum and Instruction at the S.U.C. at Brockport will maintain a record-keeping system which will provide data on the progress of the students.

C. 5 Involvement

This document is accepted by all agencies of the Policy Board with no reservations.

The following letters indicate the full cooperation and involvement of the School District and Teacher Association Agencies in the development of the various aspects of the Competency-Based Teacher Education Program herein described.
Additional Information Requested by SUNY

Social Studies, 7-12 Permanent Certification

A. Instructional Program

1.1 Description

For Permanent Certification each candidate will be required to complete a thirty-semester program consisting of:

1. A competency-based nine-semester hour core in curriculum and advanced teaching methods
2. Six semester hours of competency-based learning experience related to gaining special expertise in selected areas of secondary social studies education
3. Fifteen semester hours of graduate education and/or liberal arts electives.

PART I: Core

All candidates will be required to complete competencies related to
Advanced Secondary School Curriculum: Social Studies

Based on a pre-assessment conference, candidates will select six semester hours from the following one-, two-, or three-credit advanced teaching methods courses:

Teaching Thinking Skills in Social Studies
Using Newspapers in the Social Studies Classroom
Discussion Techniques in the Social Studies Classroom
Questioning Techniques in the Social Studies Classroom
Map Skills
Teaching Social Studies through Guided Discovery and Inquiry
Simulation Games in the Social Studies
Visuals for Social Studies Inquiry
Curriculum Materials Development--Social Studies
PART II: Areas of Special Expertise

Candidates will select six semester hours from areas of special expertise, such as the following:

- Local History: Techniques
- Local History: Materials and Methods
- Consumer Education
- Values Education
- Social Action Strategies for Social Studies
- Teaching Law Related Concepts and Issues
- Environmental Education: Concepts and Structure
- Environmental Education: Strategies and Resources
- Reading Social Studies Education Research

PART III: Electives

Candidates will select fifteen graduate hours of electives in education and/or liberal arts with advisement.
# Comparison of Certification Requirements and MS. Ed. Requirements

## Requirements for Certification

### I. Core

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Secondary School Curriculum</td>
<td>3 hrs</td>
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<tr>
<td><strong>Choice of any 6 Hours</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching Thinking Skills in Social Studies</td>
<td>1 hr</td>
</tr>
<tr>
<td>Using Newspapers in the Social Studies Classroom</td>
<td>1 hr</td>
</tr>
<tr>
<td>Discussion Techniques in the Social Studies Classroom</td>
<td>1 hr</td>
</tr>
<tr>
<td>Questioning Techniques in the Social Studies Classroom</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Map Skills</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Teaching Social Studies Through Guided Discovery and Inquiry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Curriculum Materials Development in the Social Studies</td>
<td>3 hrs</td>
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</tbody>
</table>

## II. Areas of Special Expertise

<table>
<thead>
<tr>
<th>Requirement</th>
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<tr>
<td>Choice of any 6 Hours</td>
<td></td>
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</tr>
<tr>
<td>Reading Social Studies Education Research</td>
<td>3 hrs</td>
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</tbody>
</table>

## III. Electives

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of any 15 Hours</td>
<td></td>
</tr>
<tr>
<td>Graduate Electives in Education or Liberal Arts</td>
<td></td>
</tr>
</tbody>
</table>

## Requirements for M.S.

### I. Education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of 12 to 18 hours of Education must include Seminar in Secondary Social Studies Education</td>
<td>3 hrs</td>
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</table>

### II. Liberal Arts

<table>
<thead>
<tr>
<th>Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of 12 to 18 hours in Liberal Arts</td>
<td></td>
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<tr>
<td>Social Sciences</td>
<td></td>
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</tbody>
</table>

### III. Creative Project

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Must complete a creative project in Social Studies Education</td>
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**NOTE:** With the proper choice of courses for certification to fulfill MS in Ed. (Social Studies) requirements, the candidate must take only the Seminar in Secondary Social Studies Education (3 hours) and complete a Creative Project in Social Studies Education to meet the degree requirements.
A. Instructional Program (Continued)

Deviations from the Program

1.2 After drawing up an initial program with the Program Advisor assigned, the student may modify his program as need be with the approval of the Program Advisor who then files the program changes with the Certification Advisor.

2. Short Range Objectives

During the year ahead the following activity will take place:

a) Pilot assessment of competencies for courses which will be competency based.

b) Details of advisement process and record keeping will be developed.

c) Guidance handouts for students on competency requirements will be developed.

d) Evaluation instruments will be developed for the competencies.

3. Campus Involvement

During early February, 1976, the Acting Dean of the Faculty of Education, Dr. Robert Ribble, wrote to each of the chairpersons of the various Social Science Departments inviting them to submit a competency based course to be included in the choices available in Section II: Areas of Special Expertise in the Social Studies. In response to this invitation there is one Social Science competency based course, Local History Techniques, listed in Section II (See above.). In the future, Social Science Departments may wish to submit to the Policy Board for their approval, competency based courses for addition to the options available in Section II.

B. Miscellaneous

1. Credit Hours

1.1 Competencies of a similar nature were grouped together in courses
for administrative ease. The credit assigned to each course is found in Section A.1.

Transfer of Credit

1.2 Students coming to S.U.N.Y. at Brockport with previous competency based work toward permanent certification in Social Studies, 7-12, completed in other New York State institutions of higher education must submit records from their previous college to the Certification Advisor describing the competencies attained. The Certification Advisor, in consultation with the Program Advisors in Social Studies, 7-12 will match these competencies and/or courses against the S.U.N.Y. program to determine whether they will be counted as competencies or elective courses. A maximum of 6 hours prior credit will be granted from New York State institutions of higher education, except a maximum of 12 hours prior credit may be counted from other S.U.N.Y. Colleges or University Centers.

No special sequence of courses will be required. Additional time for completion of competencies within courses will be granted in accordance with established college policies regarding late completion of courses.

1.3 Distribution of credit hours among Arts and Sciences and Professional Education, for the M.S. in Ed. (Social Studies)

<table>
<thead>
<tr>
<th>Professional Education</th>
<th>12 to 21 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>12 to 21 hours</td>
</tr>
</tbody>
</table>

Record Keeping

2. The applicant and his assigned program advisor (See previous section on Student Guidance) will plan the program leading to permanent certification. The applicant, the Program Advisor and the Advisement Coordinator will at all times have an up-to-date record of the applicant’s progress in the program. A report of each set of competencies attained will be filed by the assessor with the Advisement Coordinator.
The Advisement Coordinator will be responsible for maintaining the records which provide the warrant to recommend permanent certification for the student. When the student has completed his program as outlined in the initial advisement states, or as amended, the Advisement Coordinator will so notify the Certifying Officer of S.U.C. at Brockport and file the set of completed competencies with the S.U.C.B. Placement Office and with the student's official transcript in the Registrar's Office.

3. Since the S.U.C.B. Campus School is 3-6, none of the social studies, 7-12 permanent certification program will take place there.