Routing #22 76-77

Resolution #19
1976-1977

Curriculum Emphasis in Bilingual-Bicultural Education within framework of existing M.S. in Education

TO:  PRESIDENT ALBERT W. BROWN
FROM:  THE FACULTY SENATE

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

SUBJECT: Program for a Curriculum Emphasis in Bilingual-Bicultural Education within framework of existing M.S. in Education

Meeting on _______ (Date)

(See attached)

Free proposal accompanied by brown copy of resolution

[Signature]
Date Sent: 9/16/77

TO:  THE FACULTY SENATE
FROM:  PRESIDENT ALBERT W. BROWN

RE:  I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
     a. Accepted. Effective Date 9/8/77
     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], [Signature], [Signature]

Distribution Date: ____________

Signed: [Signature]
(President of the College)

Date Received by the Senate: SEP 14 '77 9/16/77
PROPOSED PROGRAM

for

A

Curriculum Emphasis in Bilingual-Bicultural Education

within framework of

existing

M.S. in Education

Department of Curriculum and Instruction
State University College
Brockport, New York 14420
I. Introduction

Despite U.S. Office of Education funding from Title VII, and although there were legislative precedents, most U.S. schools had been moving cautiously with bilingual education until the Lau vs. Nichols decision in 1974. This case, which began in March 1970, finally resulted in a Supreme Court decision in January 1974. It ruled that the San Francisco School District was discriminating against its non-English-speaking students, stating, "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand any English are effectively foreclosed from any meaningful education... Later in 1974, courts in New York, Colorado and New Mexico heard cases similar to San Francisco's. In every instance the Lau case was cited as precedent and interpreted as a mandate for bilingual education."

Surveys of the resources of the State University of New York College at Brockport, and of the stated need of teachers presently employed in the City School District of Rochester prompted the drafting and acceptance of a bilingual course of study by the Departments of Curriculum and Instruction, and Foreign Languages and Literatures. After a two year preparation which included participation by two members of the faculty in the Bilingual-Bicultural Teacher Trainers Institute in Los Angeles, California, in the summer of 1975, after consultation with other State University of New York campuses with bilingual programs, and after consultation with the Bilingual Program of the City School District of Rochester, it was established that the
need for providing academic preparation to bilingual educators, at the
graduate level, is, at the present time, real and urgent, and for the
future, also permanent and increasing.

The professional advancement of bilingual teachers in the
Rochester area is of extreme importance for the Spanish-speaking school
population of this area. Rochester, with a population approximately
300,000, is the third most populous metropolitan area in New York State,
and the second one in percentage of New York State Spanish-speaking
school population. In addition to the aforementioned population, which
is essentially urban, there are additional Spanish-speaking non-
resident migrants (staygrants) and resident migrants in rural areas
who might also be served by teachers trained in a specialized program.

Since many teachers currently employed in bilingual programs
have not had special training for this work, a degree option is being
proposed that has been designed to meet their needs both as teachers
and as developers of bilingual materials and programs. The required
courses are aimed at fulfilling recognized national guidelines for
bilingual teachers. In addition, electives are included for further
preparation in specific subject matters and for exploration of related
fields not yet sampled by the students.

Since 1947, State University of New York College at Brockport
has been authorized by the Regents of the University of the State of
New York to grant a degree Master of Science in Education. This program
for teachers has been expanded in recent years to include reading,
elementary mathematics education, and special needs education. These
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three emphases modified the general degree program in that they were more content and role specific.

The Department of Curriculum and Instruction, therefore, requests permission to add another emphasis: Bilingual-Bicultural Education. The proposed program is a Spanish-English model for both English dominant and Spanish dominant graduate students who are provisionally certified elementary teachers. As the need arises parallel models in other language areas and other content areas will be developed.

II. Admission Requirements

A. Prerequisites

Students entering this program who possess an undergraduate degree and elementary teacher certification have no further prerequisites. Under unusual circumstances students possessing a baccalaureate degree from an accredited institution -- but not holding a New York State provisional certificate -- may be accepted as candidates for the degree Master of Science in Education: Bilingual-Bicultural Education.

B. Requirements for Matriculation

Admission to candidacy leading to the degree Master of Science in Education: Bilingual-Bicultural Education requires:

1. Application for admission.
2. Letters of recommendation or names of people.
3. Proficiency in two languages (one of which must be
III. Student Advisement

Advisement of students working toward the degree Master of Science in Education: Bilingual-Bicultural Education, is the responsibility of the staff of the Bilingual-Bicultural Program.

The process of advisement begins with the student seeking information about the program and requesting admission to candidacy. Upon receiving such requests the Director of the Office for Graduate Studies: Education will transmit the student’s complete application to the bilingual-bicultural graduate faculty who will make the decision regarding admission and will also designate an advisor. The designated faculty advisor will plan with the student an appropriate individual program of study.

IV. Objectives of the Program

The objectives of the program leading to the Master of Science in Education: Bilingual-Bicultural are as follows:

1. attend to the immediate needs of currently employed bilingual-bicultural teachers by providing them with a competency based and field centered M.S. in Education
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2. attend to the continuing needs of area teachers, not presently involved in the Rochester Bilingual-Bicultural Program, who are interested in pursuing an M.S. in Education with bilingual-bicultural emphasis.

3. develop a valid and reliable process for continuing evaluation of in-classroom teacher performance in the Bilingual-Bicultural Program. Investigate the relationships between teacher performance and learner achievement as measured by national tests and interpreted in relation to national norms. (Specific emphasis on the growth exhibited in basic reading skills, mathematical comprehension and cultural understanding).

4. increase the proficiency of bilingual-bicultural teachers in two languages (one of which must be English) to a level to be determined by the faculty responsible for the bilingual-bicultural education program.

V. Curriculum Requirements

Program of Study

A. General Education Core Courses.

1. Social, Historical, Philosophical, or Psychological Foundations of Education........ 3 credit hours

2. Evaluation, Statistics, or Research Techniques and Methods......................... 3 credit hours

TOTAL: 6 credit hours

B. Liberal Arts and Sciences Courses.

1. Required courses........................................ 6 credit hours*
   a. SPN. 621 Contrastive Phonology: Spanish/English
   b. SPN. 622 Contrastive Grammar: Spanish/English

2. Liberal Arts Electives chosen by Advisement.. 6 credit hours

Sample courses could be from among the following:

ENL. 551 Linguistics: Structural and Transformational
ENL. 552 American Language
ENL. 581 English Grammar
ENL. 667 Modern English/American Grammar

*Descriptions of these courses are included in Appendix A.
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ENL. 668 Current American Usage
ENL. 669 Sociolinguistics
SPH. 595 Seminar in International Communication
SPN. 502 Intensive Classroom Spanish for Bilingual Teaching
SPN. 603 History of Spanish Language
SPN. 608 Hispanic Civilization
SPN. 612 Hispanic Cultures in the United States
SPN. 620 Multiculturalism and the Spanish Speaker
SPN. 623 Advanced Spanish Grammar and Composition
SPN. 624 English as a Second Language

TOTAL: 12 credit hours

C. Professional Education Courses.

1. Bilingual-Bicultural Methodology Courses.*

EDI. 635 Reading for the Bilingual Child........ 3 credit hours
EDI. 64x Teaching English as a Second Language............... 3 credit hours
EDI. 68x Mathematics for the Bilingual Child...................... 3 credit hours
EDI. 722 Bilingual-Bicultural Seminar.................. 3 credit hours

TOTAL: 12 credit hours

D. Elective................................................. 3 credit hours

GRAND TOTAL (A+B+C+D) .......... 33 credit hours

VI. Staff

A qualified staff is presently available at the State University College at Brockport to implement the proposed program. The required courses and electives are offered by a variety of departments and a number of instructors are involved in teaching these courses. The primary staff is composed of members of the Department of Curriculum and Instruction, and the Department of Foreign Languages and Literatures. Staff vitae are included in Appendix B.

*Descriptions of these courses are included in Appendix A.
VII: Library and Other Resources in Drake Library.

The general collections in Drake Library includes substantial material in the field of education. In addition to these library holdings, there are numerous reference materials pertaining to related areas such as linguistics, foreign languages and literature. All of these resources will be utilized by students in the proposed program. More recently, this library has allocated special funds in order to purchase additional acquisitions specifically related to bilingual-bicultural education.

The Special Materials center located in Drake Library contains many teaching materials relating to Bilingual Bicultural education and is in the process of acquiring additional instructional resources.

The Language Laboratory in Hartwell Hall operated by the Foreign Languages and Literatures Department, is another resource available for the use of students enrolled in the program.

Currently under development is a Bilingual-Bicultural Resource Center to be located in Hartwell Hall. This center is being funded cooperatively by the departments of Curriculum and Instruction, Foreign Languages and Literatures, and Speech. It will include a large variety of materials relating to all aspects of bilingual-bicultural education.
VIII. Related Courses from other Disciplines and Departments (electives).

Psychology

PSH. 532  Psychology of Social Issues
PSH. 585  Developmental Psycholinguistics

History

HST. 532  Latin America in the 20th Century
HST. 536  Mexico to 1910
HST. 594  Reading Seminar: Mexico Since 1910
HST. 631  Reading Seminar: The Mexican Revolution
HST. 633  Reading Seminar: Modern Latin American History

Counselor Education

EDM. 501  Self in Society
EDM. 512  Interpersonal Relations
EDM. 517  Conferencing Skills for Teachers

Educational Administration

EDM. 657  Administration of Urban Schools

Anthropology

At the present time this department would be willing to consider independent study courses in linguistics.
Appendix A. Course Descriptions

SPN. 621 Contrastive Phonology: Spanish/English.
Study of phonological systems of the English and Spanish languages and their comparison, in order to determine the reciprocal sound interferences, and the procedure to remedy them. After the theory is examined there will be an intensive practice in the oral interpretation of each language, in the classroom and the laboratory.

SPN. 622 Contrastive Grammar: Spanish/English.
Grammar students will describe the morphology and syntax of Spanish and English and will analyze special problems of interference between the systems.

EDI. 635 Reading for the Bilingual Child.
This graduate course is designed primarily for teachers who provide reading instruction in English and/or Spanish for bilingual pupils. Basic reading skills as applied to both languages will be stressed, as well as the examination and development of methods and materials to teach these skills. Informal and formal diagnostic procedures (especially those dealing with phonological interference) as well as remedial strategies and materials will be analyzed.

EDI. 64x Teaching of English as a Second Language.
The objective of this course will be to provide the learners with the skills and knowledge necessary for efficient instruction in the teaching of English to non-English speakers or limited English speakers. Emphasis will also be placed upon the impact of the instructor's attitude in working with such students.
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EDI. 68x Mathematics for the Bilingual Child.
The purpose of this course is to acquaint the course participants with
diagnostic techniques in the area of mathematics instruction appropriate
for bilingual children. In addition to diagnostic skills, the course
will help the participants in preparing free or inexpensive classroom
materials for individual classroom instruction in a bilingual
classroom setting.

EDI. 722 Bilingual-Bicultural Seminar.
This seminar is designed for advanced students in the M.S. in Education:
Bilingual-Bicultural Degree Program. The purpose of the seminar will
be to exchange ideas for research in this field and to report these
findings.