Resolution #34 1979-1980

PROPOSED REVISIONS TO THE CERTIFICATION DEGREE PROGRAM, M.S. IN EDUCATION: READING TEACHER (OR ALTERNATE DEGREE M.A.S.: READING TEACHER)

TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: X I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the fitness of)
     III. Other (Notice, Request, Report, etc.)
SUBJECT: Proposed Revisions to the Certification/Degree Program, M.S. in Education: Reading Teacher (or Alternate Degree M.A.S.: Reading Teacher)

(see attached)

Signed: [Signature]
Sent 5/6/80
For the Senate
Robert C. Kennington, President, Faculty Senate

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date 9/22/80
   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: Douglas
Others as identified:

Distribution Date: [Signature]
Signed: [President of the College]
Date Received by the Senate: [Signature]
PROPOSED REVISIONS TO THE CERTIFICATION/DEGREE PROGRAM, M.S. IN EDUCATION:
READING TEACHER (OR ALTERNATE DEGREE M.P.S.: READING TEACHER)

The credit load for EDI 795: Seminar in Reading Instruction will be increased from 3 hours to 5 hours to reflect increased learning competencies. The total hours for the program will be increased from 30 hours to 33 hours.

Rationale for Altering the 30 Hour M.S. in Education: Reading Teacher Program

1. When the graduate reading program was established twelve years ago most of the students produced a colloquial paper on a project. However now all the students are engaged in an empirical investigation which requires attendance in EDI 795, Seminar in Reading Instruction, for two, three and sometimes four semesters.

2. F.T.E. generation is seriously affected by the fact that three graduate faculty are always present at each session of the seminar and yet it sometimes occurs that seventy-five percent of the students are not actually enrolled but are "in progress" (a grading category which Brockport doesn't have; however "taking an incomplete" is inappropriate).

3. Since 1978 the College Reading Association, a national organization, has an annual Masters thesis award competition. In 1978 Brockport won first place; University of Pittsburgh, second; and Purdue, third. In 1979 Brockport won first, second and third places. This national recognition of the quality of the thesis research conducted at Brockport alone should justify bringing the seminar credit into line with the six graduate credits offered by most graduate programs on campus.

4. Allowing that the main reason for this request is to undo an earlier error (i.e., maintaining the Seminar as a three credit course when the program was re-registered in 1977) new competencies have been added. These include the use of the computer terminal to analyze data using several different statistics writing a two-ten page abstract for inclusion in the annual monograph in reading research at Brockport, and additional hours in library research.

Presently the M.S. in Education: Reading Teacher Program is the only masters program in the Department of Curriculum and Instruction which requires only thirty hours.

The graduate reading faculty - Dr. Gerald L. Begy, Dr. Frances Moroney-Whited, and Dr. Arthur E. Smith.
3, 1980

Dr. Frederick Surelbach, Chairman
Senate Graduate Policies Committee

From: The Graduate Faculty in Reading Education
Mrs. Begey, Morenay - Whited, Smith

Re: Programmatic Change Notification

Dr. Surelbach:

Upon the advice of the Senate Graduate Policies Committee (November 12, 1979) the graduate faculty in reading education would like to notify the Graduate Policies Committee of a change in its certification/degree program: M.S. in Education: Reading Teacher (or alternate degree - R.P.S.: Reading Teacher). Presently the culminating course in the reading core, EDU 785 Seminar in Reading Instruction, is offered for three (3) credits. In the fall of 1980 this course would be offered for six (6) credits, altering the program from thirty (30) hours to thirty-three (33). The increased learning (additional competencies) are stated below:

This program is presently the only one in the department with a total of only thirty hours. The seminar (thesis writing) usually requires attendance for two or three semesters. The time and involvement on the part of the staff as well as students are not reflected in the three hours of graduate credit.

Increased Learning

In addition to the existing competencies (attached) the $ will:

1) utilize the computer terminal to run data on three of the following statistics:
   - correlation
   - t-test (independent or dependent)
   - ANOVA
   - Regression analysis
   - Chi-square

2) Upon completion of the thesis, the $ will write a 2-10 page abstract for inclusion in the annual monograph on reading research at Brockport.

3) The $ will select a minimum number of 6 hours of the activities, talks on reading education, The J.A.B. Series on Reading Lectures, has been purchased by Drake Library. Fifty-three lectures cover a wide range of topics dealing either directly or indirectly with reading education. The $ will select these appropriate to his/her interests and/or needs. Critiques, in duplicate, will be submitted to the seminar staff (forma and annotated subject listing to be provided).

To this point we have: obtained the support of the unit head, the department, and Dean Phillips. Letters of intent and requests for reaction have been sent to members of the policy board. Dr. Phillips called Albany and wrote me a memo (2/18) which states "All we need to do is provide written notification to Central Office (SUNY) of the change-when it has cleared all local procedures."

Sincerely,

The Graduate Faculty in Reading Education
Mrs. Begey, Morenay - Whited, Smith

Department of Education & Instruction Box 2120
State University of New York College at Brockport Brockport, New York 14420
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<th>Assessment Conditions</th>
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### Student Learning Outcomes

- **Knowledge, Skills, Attitudes**
- **Assessment Standards**
- **Assessment Procedures**
- **Performance Objectives**
- **Performance Indicators**
- **Performance Criteria**

### Course Objectives

- Identify key concepts and principles in the field.
- Develop critical thinking and problem-solving skills.
- Enhance communication and collaboration abilities.
- Foster an understanding of ethical considerations in the discipline.

### Course Materials

- Textbooks:
  - *Title 1*
  - *Title 2*
- Online Resources:
  - *Website 1*
  - *Website 2*

### Course Schedule

- **Week 1**
  - Introduction to the course.
  - Course objectives and expectations.
- **Week 2**
  - Review of basic concepts.
  - Group assignments on critical thinking.
- **Week 3**
  - Case studies and discussions.
  - Individual presentations on research.
- **Week 4**
  - Field trip to relevant sites.
  - Laboratory sessions on practical applications.
- **Week 5**
  - Final project presentations.
  - Course evaluations and feedback.

### Course Assessment

- **Midterm Exam**
  - Covering the first four weeks.
  - 70% of the final grade.
- **Final Project**
  - Group project on a current issue.
  - 30% of the final grade.
- **Final Exam**
  - Comprehensive review of the course.
  - 70% of the final grade.

### Instructor Contact Information

- **Name:** [Instructor Name]
- **Email:** [Instructor Email]
- **Office Hours:** Tuesdays and Thursdays, 2-3 PM

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*Note: This is a sample document for educational purposes.*