Resolution #16
1999-2000
FACULTY SENATE

TO: Dr. Paul Yu, College President
FROM: The Faculty Senate Meeting on: May 1, 2000
RE: X I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the Fitness of)
 III. Other, For your information (Notice, Request, Report, etc.)

SUBJ: Early Childhood (Birth-Grade 2) Certification

Signed: (Thomas Bonner, Faculty Senate President) Date Sent: 6/17/00

TO: The Faculty Senate
FROM: Dr. Paul Yu, College President
RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date: 9/1/00 or first opportunity for publication
   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: Administrative Group - Full participation
             Available through office of Faculty Senate

Distribution Date: 7/5/00 Signed: (President of the College)

Resolution Desk: reformat.wp6@nyk

FACULTY SENATE
SUNY College at Brockport
AUG 30 2000
350 New Campus Drive
Brockport, NY 14420-2925
Program Summary

The purpose of the program is to prepare SUNY Brockport graduates to meet the educational and developmental needs of diverse young children and their families. The proposed Early Childhood Certification program will lead to initial New York State teacher certification in Early Childhood Education (Birth-Second grade). Program graduates will demonstrate the knowledge, skills, and dispositions to support the learning and development of all young children in a range of early childhood education and care settings, including public and private schools, child care programs, preschools, and early intervention programs such as Head Start.

The complete course of study leading to a bachelor's degree and Early Childhood B-2 initial teacher certification consists of the General Education program of the College, an appropriate major, liberal arts cognates, and the Early Childhood Education certification program. The program is organized into two phases. In Phase 1, students complete academic work in General Education, an appropriate liberal arts and sciences major, and liberal arts cognates. In Phase 2, teacher candidates complete certification requirements.

The organization of the program is grounded in the principle that learning occurs in a recurring, overlapping cycle that begins in awareness and moves to exploration, to inquiry, and finally, to utilization. The following strands are integrated throughout the programs: universality and diversity in child development; understanding children's thinking; inclusionary, multi-cultural, anti-bias perspectives; family, community, and school relationships; curriculum development and implementation, integration, teaching strategies, and adaptations; creating supportive classroom environments; assessment; use of technology for learning and teaching; reflective practice; and professionalism.
The Faculty Senate of the State University of New York College at Brockport approved, on May 1, 2000 the following proposed Early Childhood Certification program, with the following amendment:

The Faculty Senate approves this current proposal as a worthy academic enterprise, however, the Faculty Senate takes no position on allocation of lines to support the program.

Respectfully submitted,

Sue Novinger
Education and Human Development
February 11, 2000

TO: Academic Priorities Committee
FR: Joseph R. Masen, Interim Dean
    School of Professions
RE: Proposed Early Childhood Education Program (Birth-Grade 2)

Attached please find a proposal for an undergraduate certification program in Early Childhood Education (Birth-Grade 2). This proposal has been developed in the Department of Education and Human Development in response to new teacher certification regulations adopted by the Regents of the State of New York and the New York State Education Department. These new regulations will become effective February 2, 2004.

Thank you for your attention to this matter.
STATE UNIVERSITY OF NEW YORK
PROPOSED UNDERGRADUATE PROGRAM

L. Cover Sheet

Campus: SUNY Brockport

Proposed Program Title: Early Childhood Certification

Proposed Award: Initial New York State Early Childhood Education Certification

Total Credit Hours: 46 credit hours for Certification Program

Academic unit that will offer program: Education and Human Development

Suggested HEGIS code: 0823

Proposed beginning date: Fall 2001

Program Summary: See attached

Project enrollment
Year 1 Year 3 Year 5
Full-time students 20 - 25 40 - 50 40 - 50

Will program lead to certification or licensure: Yes

If Yes, in what field or specialty: Initial certification in Early Childhood Education

Will special accreditation be sought: Yes

If Yes, by what group? National Council for Accreditation of Teacher Education

By what date? Fall 2003

Will program or any constituent courses be offered off-campus? Yes. Candidates will complete a minimum of 588 hours of field experiences in diverse early childhood education and care settings, including childcare centers, preschools, early intervention programs, and public and private elementary schools.

For more information, contact the following academic officer:
Name: Dr. Morris Beers e-mail: mbeers@brockport.edu
Title: Chair, Education and Human Development Voice: 716.395.2205
Fax: 716.395.2172
Program Summary

The purpose of the program is to prepare SUNY Brockport graduates to meet the educational and developmental needs of diverse young children and their families. The proposed Early Childhood Certification program will lead to initial New York State teacher certification in Early Childhood Education (Birth-Second grade). Program graduates will demonstrate the knowledge, skills, and dispositions to support the learning and development of all young children in a range of early childhood education and care settings, including public and private schools, child care programs, preschools, and early intervention programs such as Head Start.

The complete course of study leading to a bachelor’s degree and Early Childhood B-2 initial teacher certification consists of the General Education program of the College, an appropriate major, liberal arts cognates, and the Early Childhood Education certification program. The program is organized into two phases. In Phase 1, students complete academic work in General Education, an appropriate liberal arts and sciences major, and liberal arts cognates. In Phase 2, teacher candidates complete certification requirements.

The organization of the program is grounded in the principle that learning occurs in a recurring, overlapping cycle that begins in awareness and moves to exploration, to inquiry, and finally, to utilization. The following strands are integrated throughout the programs: universality and diversity in child development; understanding children’s thinking; inclusionary, multi-cultural, anti-bias perspectives; family, community, and school relationships; curriculum development and implementation, integration, teaching strategies, and adaptations; creating supportive classroom environments; assessment, use of technology for learning and teaching; reflective practice; and professionalism.
II. Campus and System Planning

1. Describe the purpose, goals, and objectives of the proposed program. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them. Indicate if this program replaces an existing program(s). Indicate if it is entirely or primarily a restructuring of existing courses and resources.

Informed by a compelling body of research and to better meet the educational and developmental needs of the children and families of New York, the State Board of Regents has recently divided the current Pre-Kindergarten through Grade 6 Elementary teacher certification into two separate certifications: Early Childhood, Birth - Second grade and Childhood Education, First through Sixth grade (New York State Department of Education, 1999). The new certification requirements are effective February 2004. The Early Childhood Education certification program proposed in this document was created in response to this landmark change in New York State teacher certification requirements.

The Department of Education and Human Development at SUNY Brockport currently offers a program that leads to the Pre-Kindergarten through Sixth grade certification (the certification that is being phased out). This existing program will be revised to meet the needs of the new New York State Childhood Education certification (First through Sixth grade). Thus, the proposed Early Childhood Certification program will complement the Childhood certification program and make it possible for SUNY Brockport to offer the full range of teacher certification required by New York for teachers of children birth through sixth grade. (Note that the revised Childhood Certificate does not include Kindergarten.)

The purpose of the proposed program is to prepare SUNY Brockport graduates to meet the educational and developmental needs of diverse young children and their families. The proposed Early Childhood Certification program will lead to initial New York State teacher certification in Early Childhood Education (Birth-Second grade). Program graduates will demonstrate the knowledge, skills, and dispositions to support the learning and development of all young children in a range of early childhood education and care settings, including public and private schools, child care programs, preschools, and early intervention programs such as Head Start.

The goals of this program are for teacher candidates to construct understandings and develop skills across the following strands:

- Universality and diversity in child development, whole child perspective
- Understanding children's thinking in terms of individual and social construction of knowledge
- Inclusionary, multi-cultural, anti-bias perspectives
- Family, community, and school relationships
- Curriculum development and implementation, integration, teaching strategies, and adaptations
- Creating supportive classroom environments
- Assessment and Evaluation
- Use of technology for learning and teaching
- Reflective practice
- Professionalism

The Early Childhood and Childhood certification programs will be integrally linked. SUNY Brockport candidates who plan to apply to either program may select from the same list of acceptable liberal arts and sciences majors. Candidates will be admitted to and progress through each certification program in cohort groups. A new cohort of approximately 50 candidates is (and will continue to be) admitted to the Childhood program each semester. A new cohort of approximately 20 to 25 candidates will be admitted to the Early Childhood program each fall semester.

The two certification programs share a common first semester of coursework, as well as three shared courses during the following two semesters. Beginning the second semester of the program, the Early Childhood and Childhood programs diverge in order to focus in-depth preparation at each certification level (See Appendix A). The programs will share a common organizational format, linking coursework and field experiences. This will allow candidates more choice in certification and allow Department faculty to contribute to both Certification programs.

In a survey conducted during the Fall 1999 semester, approximately 20% of the candidates enrolled in the current Elementary certification program indicated a preference for the Early Childhood Certification option. If such an option is available (See III.4), Little or no reduction in the current number of candidates in the Childhood program is anticipated since a significant number of qualified applicants are denied each semester because of space limitations in the current Elementary certification program. As an example, ninety-three applications for the current Elementary program were reviewed on September 15, 1999. Of the 93 total applications 34 did not meet minimum EHD requirements. Forty-seven applicants were accepted. Twelve applicants were placed on hold due to limited program capacity. Students in the "hold" category may choose to resubmit their applications for the next review period, but are not guaranteed admission to the program. The Early Childhood Certification program will open up spaces in the Childhood Certification program for potential candidates who are now placed on hold.

It is anticipated that the distribution of academic majors for students choosing the Early Childhood option would be similar to that of students choosing the Childhood option. Therefore, the proposed program would add between 20 to 25 students each academic year in majors such as Psychology, English, Health Science, History, Arts for Children, Sociology, and other liberal arts and sciences majors.

2. Explain the relationship of the proposed program to the approved mission of the institution. Please document how the development of the program is related to the campus on-going planning process, as well as its Middle States Association
reaccreditation reviews, specific program accreditation reviews, and or Rethinking SUNY.

The proposed Early Childhood program is reflective of SUNY College at Brockport’s mission of providing an excellent liberal arts and professional education. Students in the Early Childhood program will receive a liberal arts degree and upon successful completion of the program will be eligible for state certification for teaching children from birth through second grade. The program also complies with the Commissioner’s Regulations (1999) which state that Early Childhood Education teacher candidates must complete a general education core in the liberal arts and sciences.

The proposed Early Childhood program is also reflective of SUNY College at Brockport’s mission of having the success of its students as its highest priority. Candidates will construct a strong knowledge base in the liberal arts and sciences, and develop deep understanding of child and family development, sociocultural diversity, learning theory, and pedagogy. Candidates will be provided with rich opportunities to develop the skills and dispositions to work effectively with diverse children and families through immersion in varied communities of professional practice. Moreover, the college’s emphasis on student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities are addressed in the program. Candidates will have a strong field component throughout the program, including working with children from diverse backgrounds and in a range of settings. Part of the field experience will be urban, high-need areas. Candidates will apply the content and pedagogy they are learning as part of the field experience. For example, candidates, with the support of faculty and mentor teachers, might be engaged in collaboratively designing, implementing, and critiquing learning experiences and environments for children with special needs. This powerful connection between classroom experience and field experience puts a much greater emphasis on learning, and will more effectively prepare students for graduate school as they link their learning more closely with their teaching.

The third way in which the proposed Early Childhood program supports the mission of SUNY College at Brockport is through the close link of faculty to the field. By creating close collaborative relationships with other early childhood institutions, our faculty will have increased opportunities for research and scholarly activities in the field. Through such experiences, our candidates will also benefit. They will be part of a larger community that is committed to professional and scholarly work in a professional education community.

The development of the Early Childhood program is related to the College’s on-going planning process and accreditation process because this program will allow us to continue certifying teachers in areas that would no longer be available to SUNY College at Brockport without this program. Namely, candidates who successfully complete our program would be eligible for certification to teach children from birth through grade 2. The current Elementary certification, Pre-Kindergarten through Sixth Grade, will no longer be in effect. Moreover, the state will no longer be offering accreditation to SUNY
certification programs. Thus, SUNY Brockport is applying for accreditation from National Council for Accreditation of Teacher Education (NCATE). The Early Childhood program was designed in keeping with rigorous NCATE guidelines in order for the new program to meet accreditation requirements as part of our larger education program.

III. System Need and Effect

1. Identify similar programs at other institutions, public and independent, in the service area, region and state, as appropriate.

SUNY Geneseo and SUNY Fredonia currently offer an Early Childhood concentration within their Elementary Education programs. SUNY Geneseo, SUNY Fredonia, and SUNY College at Buffalo will all propose new undergraduate Early Childhood Certification programs. Geneseo and Buffalo State will also propose graduate Early Childhood Certification programs. Nazareth College will continue to offer an Early Childhood Certification program at the graduate level only. Roberts Wesleyan is in the process of developing an Early Childhood program.

2. Provide evidence of appropriate consultation with SUNY campuses. Summarize the results of the consultation, noting in particular comments from institutions with similar programs. Describe results of discussions regarding inter-campus collaboration and program articulation. Describe the resolution of discussions regarding perceived competition between campuses.

The co-chair of the Early Childhood Program Planning Committee met with representatives of other SUNY campuses. Formal meetings included the New York State Association of Early Childhood Teacher Educators held in Rochester in April 1999, and the SUNY Child Care and ASSET conference held in Saratoga Springs, New York in May 1999. SUNY campuses represented at both meetings included Fredonia, Buffalo State, Cortland, Geneseo, Oswego, and Brockport. Consultations with early childhood educators at SUNY Geneseo, SUNY Fredonia, and SUNY College at Buffalo have continued via telephone conversations. Topics of discussion have included degrees to be offered, academic majors, articulation with community colleges, program philosophy and design, number of candidates to be enrolled, and perceived competition between SUNY campuses.

There is little or no perceived competition among the four SUNY campuses currently offering or planning to offer Early Childhood Certification programs in western New York. Each campus, Geneseo, Fredonia, Buffalo State, and Brockport plan to offer programs that would graduate between 20 to 36 Early Childhood educators per year. As noted elsewhere in this document, the need for Early Childhood Educators in western New York, as well as the rest of the state, far exceeds the number of combined graduates from these programs.
3. Justify the need for the program in terms of the clientele it will serve, the economic and/or educational needs of the area and of New York State. Describe in detail how the level of need was established.

There is a great need for an Early Childhood education program at SUNY College at Brockport. In the Rochester area alone there are over 267 commercial childcare and preschool centers providing some combination of care and education for infants, toddlers and preschool children. This number does not include the many home childcare facilities. There are also over 100 private elementary schools that have students in grades K – 2, and there are over 100 public elementary schools in Monroe county. In addition, the public elementary schools in Rochester have a Universal Pre-Kindergarten program. Taking these programs together, there is a great need for certified teachers with Early Childhood Certification in the greater Rochester area.

The institutions mentioned here need personnel that are not only interested in working with and teaching young children but that also have strong credentials, and are certified to teach in the state of New York. Currently no state institution in the Rochester area is offering this certification. Assuming that our program has approximately 20 to 30 candidates graduating per year, only 4 - 6% of the institutions in the greater Rochester area would need to hire one of our candidates in a given year in order for all of our candidates to be placed in positions.

SUNY College at Brockport meets the educational needs of the highly diverse population of Rochester in a variety of ways. Many of our education candidates are from Rochester. Our enrollments reflect that we currently have the highest number of minorities attending the college in its history. We also place a large group of candidates in the city schools which serve a very diverse population for most or all of their field experiences, and many of our candidates go on to teach in Rochester. Candidates in the proposed Early Childhood education program will have at least one semester of placement in the city of Rochester working with a diverse population and with high needs children. They will work with children from birth to grade 2 in childcare facilities, preschools, and city elementary schools. Many of these institutions work with extremely needy children that deserve the very best educated staff of professionals available. The Early Childhood program would help meet the great needs of the many children in Rochester who fall in this category. It would also meet the needs of children in the highly diverse population in the Rochester area and beyond.

The level of need for an early childhood program was determined through several means. Within the department of Education and Human Development a survey of elementary education candidates who are in their junior year of study indicated that approximately 20% of them would have been interested in pursuing Early Childhood Certification had it been available. This does not include the number of students waiting to be accepted into our program. The availability of the early childhood program would meet the needs of those interested in pursuing Early Childhood Certification and would allow for more space in the Childhood Certification program. Also, in the past few years several of the two-year institutions in the area have requested that we offer an early childhood program.
to which their students can transfer upon completing a degree at the community college level. Among the two-year institutions in our area that offer an early childhood associate’s degree are Monroe Community College, Alfred College, Cobleskill Community College, Corning Community College, and Genesee Community College. Fingerlakes Community College offers an associate’s degree with emphasis in early childhood development. The Early Childhood program at SUNY College at Brockport would be able to serve students receiving a two-year degree at the above colleges who are interested in obtaining a four-year degree and state certification in early childhood education.

Information was collected in a variety of ways in order to complete this section. The New York State Department of Education classifies the Rochester City School District as a high-needs district. The criteria used to determine the number of childcare and preschool institutions, private schools and public schools came from a variety of sources, including the Department of Education and Human Development’s placement office, and through listings of area private schools, childcare and preschool programs, and through the Directory of Public Schools and Administrators in New York State, 1997 - 98 (NYSED).

4. State how the enrollment estimates were determined. Provide summaries of the surveys conducted and/or other sources utilized in determining the enrollment. Specify the number of students, if any, who have indicated explicit interest in the program.

All of the candidates currently enrolled in the initial Elementary (PK-6) certification program were surveyed in August 1999. Candidates were asked to indicate their preference in two categories: 1) preferred grade level to teach and 2) preferred certification program (Birth-Second grade or First - Sixth grade). Of the approximately 90 candidates who responded to the survey, twenty-two percent indicated a preference for teaching Birth-Grade 2, while twenty percent indicated they would have chosen an Early Childhood Certification program, had one been available. Based on this data it is estimated that the proposed program will initially enroll one cohort of 20 to 25 candidates each academic year.

Estimate the impact of the expected enrollment in the program on the distribution of students among major fields of study and on total enrollment.

Candidates for the Early Childhood Certification program will select from liberal arts and sciences majors offered by SUNY Brockport. It is expected that Early Childhood candidates’ selection of majors will approximate the distribution of Childhood certification candidates among undergraduate majors: Psychology 22%, English 18%, Health Science 13%, History 10%, Interdisciplinary Arts for Children 7%, Sociology 7%, Spanish 6%, and other LAS majors 17%.

Given an annual cohort of 20 to 25 candidates, it is expected that this program will add the following number to each major per academic year: Psychology - 4 to 5; English 4 to 5; Health Science - 2 to 3; History - 2; Interdisciplinary Arts for Children - 1 to 2; Sociology - 1 to 2; Spanish 1 to 2; other LAS majors - 3 to 4.
Total enrollment in certification programs in the Department of Education and Human Development is expected to increase by 20 to 25 students per year.

5. For programs designed to prepare graduates for immediate employment, document the potential employers of such graduates.

The Early Childhood Certification program will prepare childcare workers and primary school teachers (K-2). According to The New York State Department of Labor Occupational Outlook through 1999 the area of childcare workers is projected as the 11th largest growth occupation in the state with 8,200 workers needed in the period from 1993 through 1999. It should be noted that this report was published before recent early childhood initiatives that call for increased funding of Universal Pre-Kindergarten programs and full day Kindergarten which would greatly increase this need, particularly in high-need urban areas such as Rochester.

The Draft Report on Teacher Preparation of November 3, 1999 prepared for the Office of the Provost by the Rockefeller Institute of Government reports that New York faces teacher shortages, particularly in urban areas. Turnover rates will increase dramatically in coming years due to the aging of the teaching workforce. Thirty-five percent of New York’s more than 200 thousand teachers will retire within the next decade. SUNY, which accounts for about 40% of the Education degrees awarded in the state, must continue to produce quality teachers at all certification levels in order for the schools of New York to flourish. The turnover rate for Elementary teachers is about 7,000 per year. More than one third of those will be teachers at the K-2 levels.

6. Describe proposed arrangements for any required external clinical instruction, agency placement, practice teaching, internships, fieldwork, etc.

All clinical Placements for the Early Childhood Education Program will be coordinated through the Department of Education and Human Development’s office of Clinical Experience. SUNY Brockport is in the unique and enviable position of having a nationally accredited Child Care Center on Campus in Cooper Hall, which will be the site of many of the Early Childhood classes. BCCC is committed to serving the candidates for their field experiences and observations (see Appendix for support letter). Candidates will also be placed in a variety of other area early childhood education and care settings. In addition, candidates will continue to be placed in kindergarten through second grade classrooms in school districts with which the Department currently collaborates.
7. The University views as one of its highest priorities the facilitation of transfer for students from lower-division to upper-division study. Identify institutions with which articulation arrangements have been made or discussed, and describe the articulation of the program with the preceding and next appropriate level of instruction.

The SUNY Brockport Department of Education and Human Development has made it a priority to recruit qualified transfer students from area community colleges. SUNY Brockport currently has an articulation agreement with Monroe Community College (MCC). MCC students wishing to apply to the current Elementary Education certification program at SUNY Brockport complete a General Studies-Elementary Education associate degree. Upon approval of the proposed SUNY Brockport Early Childhood and the revised Childhood certification programs discussions will be held with the appropriate faculty and administrators at MCC to realign the requirements for the associate degree with the new and/or revised certification programs.

Moreover, discussions specific to the proposed Early Childhood Certification program are underway with the Early Childhood and Human Services faculties at Monroe Community College in Rochester and Jamestown Community College in Jamestown. In addition, discussion will be initiated with Genesee Community College in Batavia. Formal meetings included the New York State Association of Early Childhood Teacher Educators held in Rochester in April 1999, and the SUNY Child Care and ASSET conference held in Saratoga Springs in May 1999. Consultations continue. Topics under discussion include general education requirements, cognate requirements, and certification program course of study. In addition, the use of portfolios, performance assessments, and other assessment strategies for awarding credit are being explored.

IV. Program Access and Support

1. Describe the criteria for admission of students to the proposed program. Indicate the means by which the admissions process shall encourage the increased participation of persons from groups historically underrepresented in such programs.

There will be a limited number of slots in the Early Childhood Program. Most candidates will be admitted into the program after completed 30 college credits and a separate application form available from the Department of Education and Human Development or the Admissions Office. As with the Childhood program the applicant must have a “cumulative GPA of 2.5 or better for entrance into the program. During periods of high program demand and low staffing not all qualified students may be accepted into the program” (SUNY Brockport Undergraduate Catalogue – page 194).

The Department of Education and Human Development at SUNY Brockport has a strong history of recruiting, retaining, and educating students from historically underrepresented groups. The Teacher Opportunity Corps (TOC), now in its thirteenth year, serves an average of 40 such students per year. Since its inception TOC has graduated
over 80 certified teachers, most of whom are currently teachers in the Rochester City School District.

TOC students are recruited by the Director and Associate Director, other faculty in the department, contacts at Monroe Community College, and former TOC students now teaching. Its continual funding at a time of diminishing state resources is a testament to the success of the program.

2. Outline measures which will be taken to determine the capacity of a student to undertake the program. Describe the advisement and instructional support arrangements for students.

Candidates must maintain a cumulative GPA of 2.5 or better. In addition, candidates must successfully complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills-Written (ATSW) test. Moreover, program faculty and field experience site mentors will evaluate candidate progress throughout each phase of the program.

Early Childhood program faculty will collaborate with liberal arts and sciences major faculty to provide coherent, informed advisement for program candidates.

The proposed program will utilize the varied instructional support services offered at SUNY Brockport. These include Academic Computing Services, the Cultural Center for Student Services and Development, the International Education Program, the Student Learning Center, the Student Support Services Program, the Women's Center, and the Ronald C. McNair Baccalaureate Program.

V. Course of Study

1. Append a complete outline of the course of study, including requirements and credit hours, and indicate when and how often each course will be offered over the period of time required for program completion.

See Appendix A.

For existing courses, include a catalog description or a copy of the current catalog. For a new course, include a syllabus, noting pre-and co-requisites and the frequency with which the course will be offered. Identify the instructor(s) qualified to teach the new course.

See Appendix A.
2. Append brief vitae of current faculty members who will implement the program, and/or describe the qualifications of the faculty to be hired. Indicate the faculty rank and whether the faculty is (will be) full-time or part-time.

See Appendix B.

Qualifications for Early Childhood faculty to be hired

One current faculty member, Sue Novinger, will be reassigned from the current Elementary certification program to the proposed Early Childhood Certification program. During the first year of program implementation, this faculty member and one .5 adjunct will be responsible for teaching 15 credits of coursework for 20 to 25 candidates, as well as for supervision of field experiences. Beginning the second year of the program, and continuing thereafter, a second cohort of 20 to 25 candidates will be added, for a total of 40 to 50 candidates in the Early Childhood Certification program. A second full-time faculty member will then be necessary.

Required qualifications: Doctorate in Early Childhood Education, Child Development, or related area; minimum of three years experience working with children birth through age eight; commitment to working with diverse learners and their families; demonstrated potential for scholarship. Preferred qualifications: College teaching and supervision experience; experience working with diverse learners and their families; experience working in urban education and care settings; record of scholarship and acquisition of external funding.

If known, indicate the faculty member(s) qualified to teach each course described in the major/option. Identify the program director or coordinator.

PSY 384 Developmental Psychology: Vista, Shonk
Inquiry into Learning: Novinger, Sakshaug, Linn, Veronesi
Emergent Language and Literacy: Novinger, Linn, Begy, Smith
Integrated Early Childhood Curriculum I: Novinger
Integrated Early Childhood Curriculum II: Novinger
Early Childhood Seminar: Socio-cultural Diversity/ Working with Families: Novinger, Linn
Supporting Young Children's Language and Literacy Learning: Novinger, Begy, Linn, Smith
Diverse Needs of Learners: Hathcock
Education in Society: Murray, Begy
Practicum in Early Childhood Education (Pre-Kindergarten/Kindergarten and Grade 1/Grade 2): Novinger
Student Teaching Seminar: Novinger

Program Coordinator: Sue Novinger
3. Describe the library resources presently available for use in the program and plans for making available additional library materials as needed.

Following an audit of current holdings, Drake Memorial Library has committed $7,534 for each of the next two years to strengthen the early childhood education, child study, preschool, kindergarten, and primary education collections (See Appendix C). Moreover, current holdings in language and literacy, language arts education, mathematics education, science education, social studies education, arts education, health and physical education, special education, educational history, educational theory, educational philosophy, diversity, and so on will support the Early Childhood Education program.

4. For an internship or fieldwork experience, describe the duration of the experience, the responsibility and qualifications of the supervising personnel, and the course grading requirements.

Extensive field experiences, offering candidates opportunities to interact with diverse learners in a variety of settings, are closely linked with coursework. Through their participation, candidates are provided with continuing opportunities to become skilled members of educational communities of practice. Candidates will complete at least one field experience with children in each of the following age groups: infant/toddler, preschool/Kindergarten, and first/second grade. At least one semester of field experiences must be completed in a high needs setting, as defined in the New York State Department of Education regulations. At least one semester of field experiences must be completed in an inclusionary setting.

For all field experiences, field supervision will be provided by course instructors and site mentors. Course instructors are either full-time department faculty or adjuncts hired by the Department of Education and Human Development. Department adjuncts hold a minimum of a Masters degree, and are typically practicing or retired teachers and administrators, or retired SUNY Brockport faculty. Course grades are assigned by the course instructor, in consultation with the site mentors. The program coordinator, other early childhood faculty and the Director of Field Experiences coordinate the field experiences.

In the first semester of the early childhood teacher certification program, candidates will participate in field experiences linked to the Inquiry into Learning course. Candidates will complete 15-18 hours of field experiences over the course of a 15-week semester in settings such as private and public school classrooms, child care centers, preschools, Head Start programs, and after-school programs. The purpose of these field experiences is to provide candidates with opportunities to begin inquiry into learning and teaching processes and environments. Site mentors and course instructors support and facilitate candidates in these endeavors.

Candidates will complete a minimum of 45 hours of field experiences in both semesters two and three of the proposed program, for a total of at least 90 hours. These field experiences will be in settings to include public and private schools, childcare programs,
and other early childhood programs. These field experiences will be linked with the Early Childhood Curriculum courses, as well as other certification courses taken each semester. The purpose of these field experiences is to provide candidates with opportunities to develop understanding and expertise in the following strands of the program: universality and diversity in child development; understanding children’s thinking in terms of individual and social construction of knowledge; inclusionary, multicultural, anti-bias perspectives; family, community, and school relationships; curriculum development and implementation, integration, teaching strategies, and adaptations; creating supportive classroom environments; assessment and evaluation; use of technology for learning and teaching; reflective practice; and professionalism. Site mentors will model best practices and provide support for candidates over the course of these field experiences. Faculty supervisors help candidates make connections between their field experiences and coursework, and provide support for both candidates and site mentors. Faculty supervisors and site mentors are responsible for jointly evaluating candidates’ performance and learning.

Candidates will complete one semester of full-time student teaching experiences in settings such as public and private schools, child care programs, and other early childhood programs. Eight weeks will be completed in a Pre-Kindergarten or Kindergarten setting, while eight weeks will be completed in a first or second grade setting.

The purpose of student teaching is for candidates to further refine their skills and expertise as teachers of young children. The student teaching field experience is accompanied by a weekly professional development seminar. The purpose of the seminar is to provide ongoing support related to candidates’ work in classrooms. Supervision and support will be provided by full-time and adjunct faculty, and on-site mentor teachers.

5. Indicate provisions for granting credit for learning based on life and/or work experience.

Students may earn credit for life experiences by registering for Credit by Exam and submitting the appropriate forms and a portfolio, which describes the experience(s) and discusses the relationship of those experiences to the desired course/requirement with appropriate documentation. The portfolio is evaluated by an appropriate faculty member designated by the Department Chair, and, if acceptable, credit is granted.

VI. Program Quality Assurance

1. How this program will be incorporated into the campus system for assuring continuing academic quality (e.g. NCATE and campus assessment plan.)

Assuring continuing academic quality of the Early Childhood Program will be maintained in the following ways:
A. The School of Professions has been designated as the Professional Education Unit for NCATE Accreditation. This designation is NCATE -required as the chosen governmental structure responsible for program supervision.

B. The Professional Education Council, the Dean of Arts and Sciences, the Office of Graduate Studies, and all departments involved in teacher certification will be responsible for coordination and planning for appropriate instruction.

C. The Unit Advisory Board, which will consist of community professionals representative of certifications offered by our various teacher education programs, will maintain discussion of relevant and local issues in education and will periodically report these issues to the professional Education Unit.

The campus assessment plan assures program quality through learning outcomes. Student learning outcomes will be assessed and data from various assessments will be reported in departmental, end-of-year annual reports to the Dean of the School of Professions.

2. Name of accrediting agency and timetable for process. Please explain your decision to seek or not to seek special accreditation.

Recently, The New York State Education Department (NYSED) issued mandates for the restructuring of teacher certification programs within institutions of higher education in the state. Their intent is to create an optimal, research-based learning environment for teacher candidates. The restructuring of our programs has, in fact, resulted in the development of the new program for which we now seek Faculty Senate approval.

Each institution of higher education in New York will be required to take over from the state the responsibility of granting teacher certification. Therefore, NYSED will require each teacher certification institution to be “accredited by a United States Department of Education-recognized teacher education program accrediting body.” The only national organization recognized for teacher accreditation is the National Council for the Accreditation of Teacher Education (NCATE). Therefore, we have designed the proposed Early Childhood Certification program to meet the rigorous criteria of NCATE teacher program accreditation. The timetable for accreditation is attached as Appendix D.

VI. Costs and Resources

1. The form "Projected Expenditures for Proposed Program", should be completed and included in each copy of the proposal. Append any necessary narratives describing the source of funds, capital and other special needs.

See Appendix E.
2. For proposed programs that require the reallocation of existing campus resources, the campus should be prepared to provide a redeployment of resources plan.

See Appendix E.
VII. Governance Approval

Approved by Undergraduate Curriculum Committee

Approved (as amended) by Faculty Senate

Amendment
The Faculty Senate approves this current proposal as a worthy academic enterprise, however, the Faculty Senate takes no position on allocation of lines to support the program.

Approved by College President

Appurtenances available at the College Senate Office.
Appendix A

Proposed Course of Study
Course of Study
Early Childhood (Birth-2nd grade) Certification Program

Conceptual Framework
• Relationship between the Early Childhood Education Program (Birth-Second Grade) and the Childhood Education Program (First - Sixth grade)

College students who plan to apply to either program may select from the same list of liberal arts and sciences majors.

Students are admitted to and progress through each certification program in cohort groups. A new cohort will be admitted to the Childhood program each semester. A new cohort will be admitted to the Early Childhood program each fall semester.

The two certification programs share a common first semester of coursework. Beginning the second semester of the program, the Early Childhood and Childhood programs diverge in order to allow in-depth preparation at each certification level (Birth-2nd grade and 1st grade through 6th grade). The programs will share a common organizational format, linking coursework and field experiences.

• Teacher candidates will develop the skills and dispositions to support the learning and development of all children (B-2nd grade and 1st-6th grade).

The programs share a strong commitment to the preparation of teachers who are knowledgeable about sociocultural and social demographic diversity, and with the needs of children with disabilities, and who are able to provide developmentally and culturally appropriate services to all of the children with whom they work.

• The knowledge and skills needed to be an effective teacher are both individually and socially constructed.

The learning opportunities offered within the teacher certification programs, as well as what candidates learn about teaching, are informed by this principle. Teacher candidates learn to create learning experiences and environments that support children's individual and joint inquiry and reflections as they engage in their own individual and joint inquiry and reflections.

• Learning takes place through immersion in overlapping communities of professional practice.

Extensive field experiences, offering candidates opportunities to interact with diverse learners in a variety of settings, are closely linked with coursework.
Through their participation, candidates are provided with continuing opportunities to become skilled members of educational communities of practice.

- **Breadth and depth of knowledge are critical for good teaching.**

  Teacher candidates complete a major in a subject area taught in grades K-6. The General Education program provides opportunities for teacher candidates to develop breadth of knowledge and skills. Cognate requirements further support candidates' development of breadth and depth of knowledge.

- **Pedagogical concepts and skills are organized into continuous strands across the certification programs.**

  The organization of curriculum content and learning experiences in the certification programs is grounded in the principle that learning occurs in a recurring, overlapping cycle that begins in awareness and moves to exploration, to inquiry, and finally, to utilization. These strands, then, are integrated throughout the programs, as teacher candidates are provided with multiple opportunities to revisit and elaborate on their knowledge, skills, and perspectives. Coursework will be inquiry-based, with a strong emphasis on reflection and self-assessment.

  The following strands derive from the recommendations of the National Association for the Education of Young Children and the Division of Early Childhood of the Council for Exceptional Children (NAEYC, 1996), from the Commissioner's Regulations Relating to Standards for Approval of Teacher Education Programs (1999), and from the National Council of Teachers of Mathematics (NCTM, 1989).

  - Universality and diversity in child development; whole child perspective
  - Understanding children's thinking in terms of individual and social construction of knowledge
  - Inclusionary, multi-cultural, anti-bias perspectives
  - Family, community, and school relationships
  - Curriculum development and implementation, integration, teaching strategies, and adaptations
  - Creating supportive classroom environments
  - Assessment and Evaluation
  - Use of technology for learning and teaching
  - Reflective practice
  - Professionalism
Phase 2: Preparation for Teaching / Certification Program  
(*Courses common to both the Early Childhood and Childhood Education programs)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>*PSH 384 Developmental Psychology</td>
<td>3</td>
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<tr>
<td></td>
<td>*Inquiry into Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major and/or general education</td>
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<th>Semester 2</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td></td>
<td>*Emergent Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Integrated Early Childhood Curriculum I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(Includes field experience)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood Seminar: Sociocultural Diversity/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working with Families</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major and/or general education</td>
<td>3-6</td>
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<table>
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<th>Semester 3</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supporting Young Children's Language and Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Integrated Early Childhood Curriculum II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(Includes field experience)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Diverse Needs of Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>*Education in Society</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td>Practicum in Early Childhood Education</td>
<td>12</td>
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<tr>
<td></td>
<td>Professional Development Seminar</td>
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**Certification Program Total Credit Hours**  46
<table>
<thead>
<tr>
<th>Major</th>
<th>Liberal Arts Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – 36 crs</td>
<td>ENL 482 Children’s Literature – 3 crs</td>
</tr>
<tr>
<td></td>
<td>ENL 303 Intro to Lit. Analysis - 3 crs (meets advan. writing for majors only)</td>
</tr>
<tr>
<td>Health Science – 30 crs</td>
<td>HLS 3xxx Health, Well., Safety – 3 crs</td>
</tr>
<tr>
<td>History – 36 crs</td>
<td>American/NYS History elective – 3 crs</td>
</tr>
<tr>
<td>Mathematics – 40 crs</td>
<td>MTH 313 Math Elem. Tchrs. I – 3 crs</td>
</tr>
<tr>
<td></td>
<td>MTH 314 Math Elem. Tchrs. II – 3 crs</td>
</tr>
</tbody>
</table>
One course in American History which includes New York State history

F. Health Science – 3 cr
   HLS 301 Health Behaviors and Wellness

**CHART A** Comparison of Present General Education Program and Courses in Liberal Arts Cognates Which Meet Those Requirements

<table>
<thead>
<tr>
<th>General Education - 44 crs</th>
<th>Liberal Arts Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEP 100 Academic Planning Seminar - 1 cr</td>
<td></td>
</tr>
<tr>
<td>QNT 111 Quantitative Skills - 3 cr</td>
<td></td>
</tr>
<tr>
<td>ENL 112 College Composition – 3 cr</td>
<td></td>
</tr>
<tr>
<td>Fine Arts – 6 cr</td>
<td></td>
</tr>
<tr>
<td>Natural Science with Lab – 4 cr</td>
<td>NAS 273 Investig. In Nat. Sc. – 4 cr</td>
</tr>
<tr>
<td>Second Natural Science - 3 cr</td>
<td>Earth Science elective – 3 cr</td>
</tr>
<tr>
<td>Social Science – 6 cr</td>
<td>*American/NY State History – 3 cr</td>
</tr>
<tr>
<td>Humanities – 6 cr</td>
<td></td>
</tr>
<tr>
<td>Computer Literacy – 3 cr</td>
<td></td>
</tr>
<tr>
<td>Comparative Perspectives – 3 cr</td>
<td></td>
</tr>
<tr>
<td>Contemporary Issues – 3 cr</td>
<td></td>
</tr>
<tr>
<td>Perspectives on Women - 3 cr</td>
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</tbody>
</table>

*Depending on choice of course, this Liberal Arts Cognate may meet a Humanities instead of a Social Science requirement.

**CHART B** Comparison of New General Education Program and Courses in Liberal Arts Cognates Which Meet Those Requirements

<table>
<thead>
<tr>
<th>General Education – 44+ crs</th>
<th>Liberal Arts Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Planning Seminar – 1 cr</td>
<td></td>
</tr>
<tr>
<td>MTH 111 College Mathematics – 3 cr</td>
<td></td>
</tr>
<tr>
<td>ENL 112 College Composition – 3 cr</td>
<td></td>
</tr>
<tr>
<td>Foreign Language – 3 or more crs</td>
<td>Foreign Language – 3 – 6 crs</td>
</tr>
<tr>
<td>Arts and Performances – 6 crs</td>
<td></td>
</tr>
<tr>
<td>Humanities – 6 cr</td>
<td>NAS 273 Investig. Phys. Sci – 4 cr</td>
</tr>
<tr>
<td>Natural Science – 7 crs</td>
<td>Earth Science elective – 3 cr</td>
</tr>
<tr>
<td>Social Science – 6 crs</td>
<td>American/NY State History – 3 cr</td>
</tr>
<tr>
<td>Perspectives on Women – 3 crs</td>
<td></td>
</tr>
<tr>
<td>Contemporary Issues – 3 crs</td>
<td></td>
</tr>
<tr>
<td>Computer Skills Assessment – 1 cr</td>
<td></td>
</tr>
<tr>
<td>Mathematics Assessment – 1 cr</td>
<td></td>
</tr>
<tr>
<td>Writing Assessment – 1 cr</td>
<td></td>
</tr>
</tbody>
</table>

**CHART C** Majors and Liberal Arts Cognate Courses Which Meet Requirements in Those Majors
Phase 1: General Education, Major, Cognates

The complete course of study leading to a bachelor's degree and Early Childhood B-2 initial teacher certification consists of the General Education program of the College, an appropriate major, liberal arts cognates, and the Early Childhood Education certification program.

General Education. Students will be required to meet the General Education program in effect at the time of their acceptance to the College. As the College is in the process of registering the new General Education program, designed to meet the latest Regents' requirements, there will be a transition period where some students will be meeting requirements from the present General Education program and others from the new General Education program. The effect on both groups of students is shown in the Liberal Arts Cognates section.

Major. Students must complete an acceptable liberal arts major to be chosen from the following: African/Afro-American Studies, Anthropology, Arts for Children, Biological Science, Chemistry, Communication Studies, Earth Science, English, French, Geology, Health Science, History, Mathematics, Meteorology, Philosophy, Physics, Political Science, Psychology, Sociology, and Spanish.

Liberal Arts Cognates. The new State Education Department (SED) Standards for Preparing Classroom Teachers requires that students seeking initial certification in Early Childhood B-2 complete content requirements which prepare teachers to teach to the new Learning Standards K-12. Required courses in areas of the General Education program, supplemented by the Liberal Arts Cognate courses, will prepare our students to meet these SED requirements. In actuality, some of the courses will do "double duty," meeting both College General Education and Liberal Arts Cognate requirements (see Charts A and B below). Depending on the choice of major, some courses may also meet major and Liberal Arts Cognate requirements (see Chart C below).

The following is the complete list of required Liberal Arts Cognates (28-34 crs.):
A. Foreign Language – 3-6 crs
   The minimum level language course to fulfill this requirement is a second semester beginning level course or its equivalent. (Sign Language is acceptable.)
B. English – 6 crs
   ENL 482 Children’s Literature
   One advanced writing course
C. Mathematics – 6 crs
   MTH 313 Mathematics for Elementary Teachers I
   MTH 314 Mathematics for Elementary Teachers II
D. Natural Science – 7 crs
   NAS 273 Investigations in the Physical Sciences
   One Earth Science elective at beginning level
E. Social Science – 6 crs
   ESC 102 Elements of Geography
Inquiry into Learning (3 hrs., fall and spring, Early Childhood and Childhood Certification programs)

13. Course Description
In this course students will explore current theories of learning. They will explore how they and others learn and examine the implications for school learning experiences. How one learns will be tied to how we teach and assess understanding, including meeting the diverse needs of all learners in both areas. (Field component)
Prerequisite: Acceptance in Early Childhood or Childhood Program.

15. Course Objectives:
Students will:
   A. examine current theories of learning
   B. construct an understanding of how people learn
   C. examine the implications of current learning theories for school learning experiences
   D. develop teaching strategies that are cohesive with how people learn
   E. develop assessments that reflect their understanding of how people learn

Course Topics:
   A. Overview of current learning theories
   B. Exploration of the range of learning styles exhibited in the class
   C. Research on learning
   D. Research-based teaching methods that reflect what we know about how people learn
   E. Assessment that reflects learning theories

Methods of Assessment:
   A. Participation in class discussions and learning engagements
   B. Written projects
   C. Individual or group presentations
   D. Field experience assessment done by field coordinator
   E. Examinations

Materials

Additional work required of graduate students if this is a ‘swing-course’
No additional work required. All students enrolled in this course are pre-certification students.
Emergent Language and Literacy (3 hrs., fall and spring, Early Childhood and Childhood Certification programs)

13. Course Description

Pre-requisite: Inquiry into Learning. Co-requisite: ECE Curriculum I or The Learner in Mathematics, Science and Social Studies I.

15. Objectives
Students will
A. examine major theories of language acquisition and development, with an emphasis on sociopsycholinguistic theory.
B. construct understanding of the cognitive, social, and cultural bases for language and literacy development.
C. construct understandings of listening, speaking, reading, and writing processes by reading, writing, and reflecting on one's own language and literacy.
D. construct understanding regarding cultural diversity, dialect variation, and second-language learning, including implications for instruction and learning environments.
E. develop skills necessary for analyzing and assessing young children's oral and written language.
F. become familiar with theoretical perspectives that support the major methods of supporting young children's language and literacy learning.
G. examine and practice instructional strategies for facilitating language and literacy development and learning.

Outline of Course
A. Overview of theories of language development
B. Oral language acquisition and development: functions of language, conditions of language learning, socio-cultural contexts of language learning, cognitive and social bases of language learning, the role of play in language learning, dialect variation and second language learning, linguistic and communicative competence, language and power
C. Literacy development: cognitive, social, and cultural bases of literacy development; children's construction of written language; emergent reading and writing
D. Theoretical bases and strategies for facilitating language and literacy learning and development

Methods of Assessing Student Performance
A. Written projects such as oral language analysis, written language analysis, reading assessment, responses to readings
B. Individual or group presentations
C. Participation in class discussions and learning engagements
D. Examinations

Materials


Other articles as assigned by instructor.

Additional work required of graduate students if this is a ‘swing-course’
No additional work required. All students enrolled in this course are pre-certification students.
Integrated Early Childhood Curriculum I (6 hrs., spring)

13. Course Description
Candidates will explore strategies for supporting the learning and growth of all young children across developmental domains and curricular areas, birth through grade two. Topics to be explored include creating integrated, inquiry-based, anti-bias curricula and learning environments; understanding children's mathematical, scientific, social, and artistic thinking and development; strategies for assessment; and meaningful integration of technology across the curriculum.

Extensive field experiences with infants, toddlers, and preschool children are an integral part of this course. Pre-requisite: Inquiry into Learning. Co-Requisite: Emergent Language and Literacy.

15. Objectives
Students will

A. explore strategies for supporting the growth and development of infants and toddlers: environments, materials, and interactions.
B. explore integrated, inquiry-based, anti-bias, multi-cultural, permeable early childhood curriculum models.
C. engage in exploration of concepts in mathematics, science, social studies, health, and the arts.
D. construct understanding of how young children think about mathematics, science, social studies, health, and the arts.
E. examine national and state standards/guidelines for content, process, and practice.
F. examine ways of planning meaningful learning experiences, including strategies to support young children's construction of understandings in mathematics, science, social studies, health, and the arts.
G. construct understanding and engage in critique of developmentally appropriate practice.
H. examine authentic assessment and evaluation strategies, considering how assessment is related to curriculum and instruction.
I. construct understanding regarding cultural diversity and special needs, including implications for instruction and learning environments.
J. explore the meaningful use of technology for teaching and learning.
K. examine ways of creating and sustaining supportive learning environments.

Outline of Course
Rather than moving in a linear fashion from one topic to the next, the objectives outlined in the preceding section will be threads that run throughout the course. For example, the meaningful use of technology for teaching and learning will be examined as candidates explore ways of supporting young children's learning in each of the curriculum areas.
Methods of Assessing Student Performance

A. Written projects such as lesson plans, classroom observations and analyses, case studies of children's thinking and learning
B. Field experience participation
C. Individual or group presentations
D. Participation in class discussions and learning engagements
E. Examinations

Materials (used in both Integrated Early Childhood Curriculum I and II)


To be selected: appropriate texts and/or articles addressing early childhood health education and social studies education.

Additional work required of graduate students if this is a 'swing-course'
No additional work required. All students enrolled in this course are pre-certification students.
Early Childhood Seminar: Sociocultural Diversity/Working with Families and Communities (3 hrs., spring)

I. Course Description
Exploration of how individuals, families, communities, and institutions are socioculturally situated. Examination of family systems and processes, as well as ways of equitably and meaningfully working with diverse families and community members. Examination of possible causes, indicators, and outcomes of child abuse and neglect, including the role of educators in identifying and reporting suspected abuse and neglect.
Pre-requisite: Inquiry into Learning

15. Objectives
Candidates will
A. Examine how self is socioculturally situated.
B. Examine how diverse children and families are socioculturally situated, including implications for interactions and educational experiences.
C. Construct understanding of family systems and processes.
D. Explore ways of working with diverse families, including involvement, collaboration, communication, and parent education.
E. Examine possible causes, indicators, and outcomes of child abuse and neglect, including the role of educators in identifying and reporting suspected abuse and neglect.
F. Develop the knowledge and skills to be able to draw on community resources for working with children and families.

Outline of Course
A. Examination of how self is socioculturally situated
B. Examination of how diverse children and families are socioculturally situated; implication for interactions and educational experiences
C. Family systems and processes
D. Working with diverse families: involvement, collaboration, communication, parent education
E. Child abuse and neglect
G. Drawing on community resources for working with children and families

Methods of Assessing Student Performance
A. Written projects such as family systems analyses, inquiry projects related to course topics, interviews with diverse families and community members, and family involvement plans
B. Individual or group presentations
C. Participation in class discussions and learning engagements
D. Examinations

Materials


Additional work required of graduate students if this is a ‘swing-course’
No additional work required. All students enrolled in this course are pre-certification students.
Supporting Young Children's Language and Literacy Learning (3 hrs., fall)

13. Course Description
Continued opportunities to develop and refine understandings of language and literacy processes. Topics include strategies for teaching language and literacy through inquiry-based, anti-bias curriculum; examination of national and state language arts standards; understanding and meeting the needs of diverse language and literacy learners; uses of a variety of assessment strategies; technology in language and literacy learning.

Prerequisite: Emergent Language and Literacy. Co-requisite: Integrated Early Childhood Curriculum II.

15. Objectives
Students will
A. Refine and apply understanding of dialect, language variation, English as a second language, and exceptionality to working with diverse learners.
B. Examine national and state standards and guidelines for content, process, and practice in the language arts.
C. Continue to develop and refine skill in planning meaningful learning experiences and developing strategies to support young children's oral and written language development, analysis of materials.
D. Develop and refine skill in planning and implementing inquiry-based, integrated curriculum that is anti-bias and multi-cultural (in conjunction with Integrated Early Childhood Curriculum II).
E. Develop and refine knowledge of state and authentic classroom assessments; understand the relationship of assessment to curriculum and instruction.
F. Explore and use technology for language and literacy teaching and learning.
G. Examine and practice strategies for creating and sustaining supportive learning environments.

Outline of Course
A. Inquiry-based, anti-bias, multi-cultural curriculum
B. Strategies for supporting children's reading learning and development: assessment, teaching and learning strategies, meeting needs of diverse learners, meaningful use of technology
C. Strategies for supporting children's writing learning and development: assessment, teaching and learning strategies, meeting needs of diverse learners, meaningful use of technology
D. Creating and sustaining supportive literacy learning environments

Methods of Assessing Student Performance
A. Participation in class discussions and learning engagements
B. Written projects such as lesson plans, analysis of curricular materials, case studies, responses to readings  
C. Individual or group presentations  
D. Examinations  

Materials  

National Council of Teachers of English Standards for the Language Arts  

New York State English Language Arts Standards  


Additional work required of graduate students if this is a ‘swing-course’  
No additional work required. All students enrolled in this course are pre-certification students.
Integrated Early Childhood Curriculum II (6 hrs., fall)

13. Course Description
A continuation of Integrated Early Childhood Curriculum I. Candidates will continue to explore and refine their understanding of strategies for supporting the learning and growth of all young children across developmental domains and curricular areas. Topics to be explored in greater depth include creating integrated, inquiry-based, anti-bias curricula and learning environments, understanding children's mathematical, scientific, social, and artistic thinking and development, strategies for assessment, and meaningful integration of technology across the curriculum.

Extensive field experiences with children in Kindergarten and/or 1st or 2nd grades are an integral part of this course. Pre-requisite: Integrated Early Childhood Curriculum I. Co-requisite: Supporting Young Children's Language and Literacy Learning.

15. Objectives
Students will
A. explore and refine strategies for supporting the growth and development of infants and toddlers: environments, materials, and interactions.
B. explore and refine understanding of integrated, inquiry-based, anti-bias, multicultural, permeable early childhood curriculum models.
C. continue to engage in exploration of concepts in mathematics, science, social studies, health, and the arts.
D. refine understanding of how young children think about mathematics, science, social studies, health, and the arts.
E. apply national and state standards/guidelines for content, process, and practice.
F. examine and refine ways of planning meaningful learning experiences, including strategies to support young children's construction of understandings in mathematics, science, social studies, health, and the arts.
G. construct and refine understanding and engage in critique of developmentally appropriate practice.
H. use authentic assessment and evaluation strategies, considering how assessment is related to curriculum and instruction; examine the nature and use of standardized assessments in early childhood education.
I. construct and refine understanding regarding cultural diversity and special needs, including implications for instruction and learning environments.
J. use technology in meaningful ways for teaching and learning.
K. refine understanding of how to create and sustain supportive learning environments.

Outline of Course
Rather than moving in a linear fashion from one topic to the next, the objectives outlined in the preceding section will be threads that run throughout the course. For example, the
meaningful use of technology for teaching and learning will be examined as candidates explore ways of supporting young children's learning in each of the curriculum areas.

Methods of Assessing Student Performance

A. Participation in class discussions and learning engagements
B. Written projects such as authentic assessment plans, analyses of state assessments, analysis of one's own teaching
C. Individual or group presentations
D. Examinations

Materials

Continued use of texts for Early Childhood Curriculum I

New York State Standards for elementary mathematics, science, social studies, health, and the arts

National standards for elementary mathematics, science, social studies, health, and the arts


Additional work required of graduate students if this is a 'swing-course'
No additional work required  All students enrolled in this course are pre-certification students.
Practicum in Early Childhood Education (12 hrs., spring)

13. Course Description
Full-time mentored teaching experiences in early childhood classrooms and settings. The semester will be divided into two placements: one in Prekindergarten or Kindergarten, the other in 1st or 2nd grade. Prerequisites: Supporting Young Children's Language and Literacy Learning, Integrated Early Childhood Curriculum II, Early Childhood Seminar, Needs of Diverse Learners. Co-requisite: Professional Development Seminar

15. Objectives
The practicum enables candidates to:
A. interact with parents through parent/teacher conferences, phone calls or written communiqués, Parents' Night Programs, special events, etc.
B. utilize and demonstrate a variety of classroom management strategies that can be overtly observed.
C. participate in faculty meetings, grade level or department meetings, school-based management meetings, conferences, workshops, superintendent conference days, PTA meetings, etc. as offered.
D. become familiar with program and/or school policies, practices, and personnel.
E. demonstrate awareness of the needs, abilities, interests, and characteristics of diverse children.
F. design and implement meaningful learning experiences appropriate for all children.
G. become socialized into the teaching profession through joining a community of professional practice.

Outline of Course
The Practicum is supported by a professional development seminar.

The cooperating teacher observes and works with the student teacher on a regular basis in developing and implementing lessons and learning experiences. The faculty supervisor observes the student teacher a minimum of two times in each experience and conferences with the student teacher and cooperating teacher on a regular basis. The cooperating teacher and faculty supervisor each complete a Student Teaching Progress Report. A copy of the Student Teaching Progress Report is in the Student Teaching Handbook.

The Practicum is graded on a Satisfactory/Unsatisfactory (S/U) basis. The student teacher must complete both assignments at a satisfactory level. The faculty supervisor in consultation with the cooperating teacher is responsible for assigning the final grade.

If a student teacher is not performing at a satisfactory level, specific evidence of the problem(s) and area(s) of concern must be shared both verbally and in writing. Suggestions for improvement and adequate time must be provided for remediation. The
“Termination and Continuation Policy for Student Teachers” explains options in detail. The faculty supervisor in consultation with the cooperating teacher and faculty and administrators from the Department of Education and Human Development will determine satisfactory or unsatisfactory status.

Materials

SUNY Brockport  Student Teaching Handbook

Additional work required of graduate students if this is a ‘swing-course’
No additional work required  All students enrolled in this course are pre-certification students.
Professional Development Seminar (1 hr., spring)

13. Course Description
Ongoing support related to candidates' work in early childhood classrooms. Will include topics such as, but not limited to assessment, curriculum planning and implementation, and creating and sustaining supportive classroom environments, certification, and job search strategies. Co-requisite: Practicum in Early Childhood Education.

Objectives
This course is designed to enable candidates to:
A. establish goals for themselves in terms of their work as teachers.
B. reflect on children’s learning and their teaching experiences.
C. acquire new knowledge needed to plan and implement learning experiences.
D. link previously learned theory and methodology to classroom experiences.
E. implement a plan for creating and sustaining a supportive learning community.
F. design learning experiences based on the NY State Standards for Teaching and Learning and national standards established by professional organizations.
G. effectively teach a diverse groups of students.
H. design and implement varied assessments of children's learning.
I. explore a variety of teaching strategies.
J. develop strategies for communicating and collaborating with parents.
K. develop a teaching portfolio.
L. prepare themselves for the job search process.

Outline of Course
The major topics to be considered are:
A. Child Abuse
B. Creating and sustaining supportive learning environments
C. Portfolio/Assessment
D. Multiple ways of knowing
E. Planning and Implementing learning experiences
F. Student Expectations/Self Esteem/Positive Reinforcement
G. Sociocultural Diversity
H. Collaborative Learning
I. NY State Standards for Teaching and Learning, National standards for Teaching and Learning
J. Communication and Collaboration with Parents
K. Certification Process
L. Job Search Process (credential files/interviewing/resumes)
M. Portfolios for Student Teachers

Methods of Assessing Student Performance
Weekly goal sheets, journal reflections, active participation in seminar discussions, reports of classroom observations, portfolio assessment. The Seminar is graded on a Satisfactory/Unsatisfactory (S/U) basis: An acceptable level of completion of all activities is expected.
Materials
SUNY Brockport Student Teaching Handbook
Articles relevant to topics under discussion, selected by instructor

Additional work required of graduate students if this is a 'swing-course'
No additional work required. All students enrolled in this course are pre-certification students.
Course Descriptions for Existing Courses Part of the Proposed Early Childhood Certification Program

PSH 384 Developmental Psychology (3 hrs., fall, spring)
Prerequisite: A general psychology course (PSH 110 or 112 recommended). Studies human growth and development from conception to adolescence. Includes topics such as mechanisms of development, theories of development, genetic and prenatal factors, and physical, intellectual, emotional and social development.

EDI 325 Diverse Needs of Learners (formerly EDI 325 Understanding the Exceptional Learner. Title change only.) (3 hrs., fall, spring)
Provides an overview of the social, educational, and personal implications of human exceptionality in today's world. Examines issues and concerns related to the identification, instruction, and evaluation of individuals with specific disabilities, as well as extraordinary gifts or talents. Emphasizes the role and responsibilities of teachers to maximize individual growth for learners with atypical characteristics or needs.

EDI 4XX Education in Society (formerly EDI 320 Self, School and Society) (3 hrs., fall, spring)
Prerequisite: Admission to the program. Focuses on social, cultural, historical, and philosophical foundations of education; changing roles of teachers within contexts of contemporary schools and other programs serving children.
Appendix B

Brief Vitae of Current Faculty Members
Begy, Gerald L., Ph.D.
Associate Professor of Education
Appointed 1973

1. Academic Degrees

<table>
<thead>
<tr>
<th>B.A.</th>
<th>St. Bernard's College</th>
<th>1966</th>
<th>Philosophy and Classics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed M</td>
<td>University of Rochester</td>
<td>1971</td>
<td>Reading</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Minnesota</td>
<td>1973</td>
<td>Reading</td>
</tr>
<tr>
<td>Post Doctoral Diploma</td>
<td>Gestalt Institute of Psychotherapy</td>
<td>1986</td>
<td></td>
</tr>
</tbody>
</table>

2. Professional Experiences

1973- present  SUNY College at Brockport
1975-76  Clinical Professor in Residence at the American School in Rio de Janeiro
1971-73  Demonstration Teacher with the Minneapolis Public Schools
1969-71  Instructor in Educational Psychology, Un. Of Minnesota
1968-69  Reading Teacher at East High School, Rochester New York
1966-68  Fifth Grade Teacher, Geneva New York

3. Faculty and Administrative Load (1997-98)

**Fall Semester, 1997**
- EDI 405/505: Literacy I 3 credits
- EDI 320: Self, School and Society 3 credits
- EDI 630: Problems in Teaching Reading 3 credits
- EDI 798: Adv. Sem. In Reading Instruction 6 credits

**Spring Semester, 1998**
- EDI 405/505: Literacy I 3 credits
- EDI 320: Self, School and Society 3 credits
- EDI 732: Reading Clinical Diagnosis 3 credits
- EDI 798: Adv. Sem. In Reading Instruction 6 credits

**Summer, 1998**
- EDI 631: Foundations of Whole Language 3 credits
Other Collegiate Assignments, 1997-98

Chaired Search Committee for the Department Chair, 1997
Chaired Search Committee for Early Childhood position, 1998
Faculty Advisor for the Gay, Lesbian, Bisexual Students and Friends Group
Member of the Departmental Graduate Policies Committee
Member of the Departmental Personnel Committee
Library Coordinator
Board Member of the Student Support Services
Board Member of the Rochester Teacher Center

4. Current Professional and Academic Association Memberships

International Reading Association
Organization of Teachers of Reading

4. Presentation:
ACADEMIC TRAINING:
UNIVERSITY OF NEW MEXICO
DOCTOR OF PHILOSOPHY DEGREE: Pursuing (Doc., 1997)
   Major: Special Education emphasis Twice Exceptional programs for students who
   are gifted and have another disability, such as learning disabilities or behavior
   disorders
   Supporting Area: Research and Assessment
   Dissertation Title: "Social Competence and Learning Disabilities as Perceived by
   Young Adults: A qualitative Research Design"

UNIVERSITY OF NORTH TEXAS
MASTERS OF EDUCATION DEGREE: May, 1989
   Major: Special Education emphasis Educational Diagnostics

UNIVERSITY OF CENTRAL OKLAHOMA
BACHELORS OF SCIENCE DEGREE, December, 1979
   Major: Special Education emphasis Mental Retardation and Learning Disabilities

CERTIFICATIONS:
   New Mexico Special Education Certificate (400)
   New Mexico Educational Diagnostician Certificate (900)
   Texas Generic Special Education Certificate
   Texas Professional Educational Diagnostician Certificate

PROFESSIONAL EMPLOYMENT:
1997-1998 UNIVERSITY OF NEW MEXICO, COLLEGE OF EDUCATION
   Graduate assistant for the UNM/APL Partnership Program
   Administration:
   Responsibilities:
   •administering a clearinghouse at UNM for the partnership program
   •reorganizing and expanding the administrative notebook for the program
   •creating a notebook of seminar materials
   •editor of a newsletter for first year special education teachers in two school districts
   •managing the program library
   •ordering and picking up supplies
   •attending program meetings, taking notes, addressing needs
   Teaching Assistant for the Special Education Department
   Instruction: Teaching a graduate level methods and materials course for special
   educators

1994-1997 UNIVERSITY OF NEW MEXICO, COLLEGE OF EDUCATION,
   TEACHER EXCHANGE PROGRAM (UNM/APL PARTNERSHIP)
   Clinical Supervisor in special education
   Supervision: Undergraduate pre-student teachers and student teachers
   Supervision and Program Development: Graduate level interns (a program allowing
   persons with degrees in other fields to become certified in special education and to
   receive a master's degree)
   Responsibilities:
   •assisting interns in program development, including behavior plan, curriculum,
environment, and methods and materials acquisition
consultation throughout the year on parent and faculty collaboration, IEP's, and parent conferences
classroom demonstrations of teaching strategies
moral support
mediation/collaboration with interns, school administrators, and/or UNM administrators when problem-solving became necessary

Instruction: Teaching undergraduate and graduate classes in Special Education, making presentations to teachers in the First Year Induction (FYI) program, making presentations of social skills for student teacher inservices

School Evaluation: Special Education representative on two teams which evaluated APS schools
Co-editor: Intern newsletter

1989-1994
CHAPARRAL ELEMENTARY, ALBUQUERQUE, NEW MEXICO
Special Education Department Co-Chairperson
Teacher, C/D combination, cross categorical, grades 4-5

1993-1994
Teacher, C/D combination, cross categorical, grades 1-3

1990-1992
Teacher, D level, cross categorical, grades K-2

1989-1990
Teacher, D level side by side, Educable to Severe and Profound Intellectually Disabled

1990-1993
INTUITIONS, ALBUQUERQUE, NEW MEXICO
Business Ownership and Management

1986-1989
NIMITZ HIGH SCHOOL, IRVING, TEXAS
Teacher, Resource Room, Cross-Categorical, Multi-level 9-12 grades, English, Reading and Life-Skills

1989-1990
TAYLOR MIDDLE SCHOOL, ALBUQUERQUE, NEW MEXICO
Teacher, D level Behavior Disorders, 6-8 Grades

1980-1985
ADAMS MIDDLE SCHOOL, ALBUQUERQUE, NEW MEXICO
Teacher, B level, cross - categorical, 6-8 grades

1980-1986
INDIVIDUALIZED TUTORING, ALBUQUERQUE, NEW MEXICO
Teacher, Elementary to Adult ages, Various disabilities, various subjects

1979-1980
EISENHOWER MIDDLE SCHOOL, OKLAHOMA CITY, OKLAHOMA
Teacher, Multi level, Learning Disabilities, 6-8 grades

1980
EDMOND ASSOCIATION FOR RETARDED CITIZENS, EDMOND, OKLAHOMA
Teacher, Activity Director, Bus Driver, Trainable to Severe and Profound Intellectually Disabled

PROFESSIONAL EXPERIENCE:

1997
CLASSROOM TEACHING SKILLS
Attended a six week workshop course on university level teaching strategies.

1995
CONFERENCE PRESENTATION
Presented at the New Mexico Federation of The Council for Exceptional Children Conference: skills/strategies to help gifted students "stay ahead of the game".
1997-1998 LIMITED ENGLISH PROFICIENCY TRAINING
Participated in fourteen contact hours of training in LEP strategies; Attended an intensive two day training session on LEP strategies.

1996 SUMMER INSTITUTE INSTRUCTION
Co- taught a make-it-take reading course for the APS Summer Institute.

1995 STRATEGY TRAINING FOR STUDENTS WITH BEHAVIOR DISORDERS
Attended two separate training sessions on working with "tough kids".

1996 ENHANCED LEARNING METHODS SEMINAR
Attended a two day seminar on methods to enhance learning including the use of metacognition, learning styles, and multiple intelligences.

1995-1996 CURRICULUM DEVELOPMENT
Co-authored a one year Communication Skills course for high school students who are gifted/disabled. Plans to publish are pending.

1995 GRANT WRITING
Assisted with a grant written for distance special education.

1995 SUPERVISION AND LEADERSHIP TRAINING
Attended an intensive three day training session on supervision techniques.

1994-1995 STUDENT SERVICES TEAM
Served as a team member in the assurance of the offering of appropriate student services. Served on the Placement Committee.

1987-1989 SCHOOL INFORMATION TEAM
Served as the Special Education Representative in the development of a School Information Team at Nimitz High School and served on the team.

AWARDS:
1997-1998 Graduate Assistantship; Teaching Assistantship; Tuition Waiver
1994-1997 Clinical Supervisor Tuition Waiver Recipient
1999 Outstanding Performance Rating, Texas
1989 Merit Pay Recipient, Texas
1998-1999 Grant Recipient for Master's Degree
1999 Superior Performance Rating, Texas
1988 Merit Pay Recipient, Texas
1978 President's Honor Roll
1977-1979 Dean's Honor Roll

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES:
1984-1998 Council for Exceptional Children; state convention participant; Council for Learning Disabilities; national convention participant; The Association for Gifted; state convention presenter
1997 Orton Dyslexia Society; southwest branch conference participant
1997 Council for Learning Disabilities; committee member for 1998 national conference
1997 Council of Teachers of Mathematics
1992-1995 Special Olympics - assistant to team coach
1997-1999 Council for Exceptional Children; state convention participant, volunteer for parent right out program; Council for Learning Disabilities
1978-1984 Special Olympics - state volunteer, fund raiser volunteer
Jeffrey B. Lian
270 Faculty Office Building
SUNY College at Brockport
Brockport, NY 14420
(716)288-6245: home (716)395-5545: office
e-mail: jllnn@po.brockport.edu

Education

Ph.D. Penn State University, University Park, PA, 1989
Major: Curriculum and Instruction with an emphasis in Reading, Communication, and
Language Education, and a minor in Supervision.
Dissertation Title: "The Development of a Valid Scale to Measure Attitudes Towards
Writing."

M. Ed. Millersville University, Millersville, PA, 1983
Major: Elementary Education, with Reading Specialist and Reading Supervisor
Certification

B.S. Ed. Bloomsburg University, Bloomsburg, PA, 1976
Major: Elementary Education, with a minor in History

Work History

1989-Present
SUNY College at Brockport, Brockport, NY; Associate Professor of Education; Teaching
Methods of Reading and Language Arts, Models of Teaching, Multicultural Perspectives
in Education, Dimensions/Applications of Teaching Social Studies through Language
Arts, Foundations of Elementary Curriculum, Director of School #17/Brockport Practice
School Partnership.

1986-1989
Penn State University, University Park, PA, College of Education; Director of Elementary
Methods Block. Taught Methods of Elementary Reading/Supervisor of Practicum
Student Teachers.

1985-1986
Penn State University, University Park, PA, College of Education. Taught Methods of
Elementary Reading and Teaching Reading to Special Needs Children/Supervisor of
Practicum Student Teachers

1984-1985
Cornwall-Lebanon Middle and High Schools, Evergreen Rd., Lebanon, PA
Reading/Learning Specialist, Grades 6-9
Classroom Teacher, Grade 9/10 - Language Arts
(Work History, cont.)

1983
Millersville University, Millersville, PA 17815
Acting Director-Center for Academic Development
Head of Reading Center Peer Tutoring Services
Supervisor Millersville Reading Clinic (1983-1986)

1982-1983
Eastern Lebanon School District, Myerstown RD #1, Myerstown, PA
Sixth Grade Classroom Teacher

1981-1982
Lebanon School District, 1000 S. Eighth St., Lebanon, PA
Substitute Teacher-All subjects/grade levels
District Tutor-Homebound Program-Reading

1977-1980
Lebanon School District, 1000 S. Eighth St., Lebanon, PA
Northwest and Harding Elementary Schools
Elementary Reading Teacher-grades 3-5

1976
Claremont Nursery School, Claremont Ave., Berkeley, CA
Nursery School Teacher

Certification

Elementary Instructional I (PA) - 10/76
Reading Specialist (PA) - 10/83
Reading Supervisor (PA) - 8/85

Conference Presentations, Seminars and Papers


1998 “Add Variety to your Teaching: Role Play”. Ninth International Conference on College Teaching and Learning, Jacksonville, Florida (co-presenter)

(Conferences continued)

1996 'Creating Connections to Urban Education.' New York State Association of Teacher Education. Syracuse, N.Y. (co-presenter)

1996 'Preparing and Retaining Successful Minority Teachers: Eight Years of Lessons Learned." American Association of Colleges for Teacher Education. Chicago, Ill. (co-presenter)

1995 'Developing Vocabulary with Students: Research and Practice.' International Reading Association Conference. Anaheim, Ca.


1995 'Working Together: Implementing a Collaborative Teacher Education Program." Association of Teacher Educators Conference. Detroit, MI.

1994 'Challenging Students to Think About Diversity: Two Models of Teaching.' National Association for Multicultural Education Conference. Detroit, MI. (co-presenter)

1994 'Content Area Reading, Writing, and Thinking for the Elementary Grades, Strategies that Work." International Reading Association Conference. Toronto, Canada.

1993 'Stages of Development for Professional Practice Schools: Six Models." New York State Association of Teacher Educators. Syracuse, N.Y. (co-presenter)

1993 'Brockport's TOC Program." National Association for Multicultural Education Conference. Los Angeles, CA. (co-presenter)

1993 'Moving Towards Multicultural Reality. The Change Process in a Multicultural Environment." Enhancing the Quality of Teaching in Colleges and Universities. Charleston, SC. (co-presenter)

1993 'Creating a Quality Pool of Minority Teacher Education Candidates," Association of Teacher Educators Conference. Los Angeles, CA. (co-presenter)


(Selected Accomplishments, cont.)

Co-investigator on team that trained and evaluated staff and programs in Chadds Ford School District, Chadds Ford, PA.


Member - SUNY Brockport Faculty Senate - Chair - Faculty Senate Student Policies Committee.

Member SUNY Brockport Campus Wide Committees: Assessment, Budget, Scholarship, Portfolios, Redefining Scholarship, Admissions Policies.

Developed and taught faculty development course on teaching portfolios for higher education.

Member Departmental Committees: Elementary Curriculum, External Review, Internal Review, Assessment, Graduate Policies.

Member, Elementary Education restructuring committee that redesigned undergraduate teacher education program.

McNair and Summer Research Program Mentor.

Three time chair - Department Personnel Committee.

**Funded Grants**

Scholarly Incentive Award, 1998.

(Co-authored) Upward Bound Grant - 1995 with Dr. Betsy Balzano.


**Publications**


(Publications, cont.)


1992 "Assignments to Promote Reflection in Reading Education," in College Reading Association Monograph on Reading Education.


1988 "A Goal Referenced Approach to Teaching Reading," in Penn State University, Monograph of Teacher Education

1984 "Training Tutors to Work with Students." Videotape Series Copywrite 1984, Jeffrey Linn and Millersville University

Professional and Academic Memberships

Association for Supervision and Curriculum Development
New York State Association of Teacher Educators
International Reading Association
National Association of Multicultural Education
National Council for the Teachers of English
Phi Delta Kappa
CHRISTINE E. MURRAY

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99 Bonnie Brae Ave.
Rochester, NY 14618
(716) 271-2507

Office
225 FOB
SUNY Brockport
Brockport, NY 14420
(716) 395-2596

EDUCATION

Ph.D., Cultural Foundations of Education
Concentration: Sociology of Education
Syracuse University, 1990

M.S., Higher/Postsecondary Education
Syracuse University, 1976

B.A., Psychology
Kalamazoo College, 1974

PROFESSIONAL EXPERIENCE

Assistant Professor, Education & Human Development
Director of Field Experience
State University of New York, College at Brockport, 1991-present.

Assistant Director of Career Development & Placement
Adjunct Professor of Sociology

Director, Field Period Program

Assistant Director of Career Information

Assistant Dean for Career Services

Assistant Dean for Student Services
RESEARCH

Coalition of Essential Schools, Centers Project Evaluator
DeWitt Wallace Foundation Grant, $81,000, 1994-1997.
With Dr. Gerald Grant, Syracuse University

Project involves a three year evaluation of eight regional centers established by the Coalition to provide regional support for school level restructuring.

"New Roles for Teachers," Co-Project Director
Spencer Foundation Grant, $118,000, 1993-1995.
Spencer Foundation Small Grant, $7,500, 1992.
With Dr. Gerald Grant, Syracuse University

Project involves completion of a four year study on new roles for teachers in nine schools in four school districts.

"New Roles for Teachers, A Comparative Analysis of Two City School Districts," Co-Project Director
With Dr Gerald Grant, Syracuse University

Project involved participant observation and interview research in six schools in two districts on new roles for teachers.

"The Incremental Revolution: Transforming the Teaching Profession"
College of Education nominee for the Syracuse University Outstanding Dissertation Award, 1991.
United University Professions, Professional Development Grant, 1989-1990.

PUBLICATIONS

Teaching in America: Reinventing a Profession


Christine E. Murray (3)


PAPERS

"The Normative Structure of a Successful Experiment in Shared Decision Making" (with Gerald Grant), 1995.
Accepted for presentation at the American Education Research Association Annual Meeting, San Francisco, CA.


TEACHING EXPERIENCE

Assistant Professor, Education & Human Development, 1991-present
Teach undergraduate and graduate levels foundations of education courses.
Use variety of teaching techniques including student debates, cooperative assignments, videos, and role playing. Currently developing new graduate courses on urban education and educational change.

Adjunct Professor of Sociology, 1986-1991
Taught introductory, upper division, and graduate level courses including Sociology of Education and Social Stratification.

Instructor, 1981-1982 & 1975-1976
At Keuka College and Eisenhower College taught credit bearing courses on career planning.
PROFESSIONAL SERVICE


Consultant, Student Retention, Erie Community College (wth Dr. Vincent Tinto), 1986.

Christine E. Murray (5)


Keynote Address, "The Job Search: There is Another Way."

Have also made numerous presentations on teaching as a career, career choice, experiential education, and related topics at area high schools and other organizations.

COLLEGE SERVICE


Member, Graduate Programs Committee, SUNY Brockport Education & Human Development, 1993-1995.


Associate Board Member and Member, Curriculum Committee, Women's Studies Program, 1991-1995.

Member, Undergraduate Curriculum Committee, SUNY Brockport, 1990-1991.
Susan K. Novinger
520 East Avenue, Apt. 201
Rochester, NY 14607

716.271.8969 (h)
716.395.5935 (w)

EDUCATION

Ph.D. 1999
University of Missouri-Columbia
Curriculum and Instruction
GPA: 4.0

Dissertation study: Talking Mathematics: Children’s Acquisition of Mathematical Discourse in a Permeable Curriculum

M.A. 1988
Truman State University
Educational Administration, GPA: 4.0

B.S.E. 1983
Truman State University
Elementary Education / Early Childhood
summa cum laude, GPA: 4.0

Missouri Teaching Certification (lifetime): Pre-K through 8

ACADEMIC HONORS

1997
Superior Graduate Achievement Award
University of Missouri-Columbia

1983
Outstanding Elementary Education Senior
Valedictorian
Truman State University

TEACHING AWARDS

1998
High Flier Award for Teaching Excellence
College of Education, University of Missouri-Columbia

PROFESSIONAL EXPERIENCE

1999 - present
Assistant Professor
Department of Education and Human Development
State University of New York College at Brockport
Brockport, NY 14420

1998 - 1999
Visiting Assistant Professor
Department of Education and Human Development
State University of New York College at Brockport
Brockport, NY 14420

1995 - 1998
Graduate Instructor
Department of Curriculum and Instruction
University of Missouri-Columbia
Columbia, MO 652111996 - 1998
1996 - 1998  Graduate Research Assistant  
Department of Curriculum and Instruction  
University of Missouri-Columbia  
Columbia, MO 65211

1997 - 1998  Instructor  
Continuing Professional Education  
University of Missouri-Columbia  
Columbia, MO 65211

1997 - 1998  Consultant, Teachers Academy  
Regional Professional Development Center  
Truman State University  
Kirkville, MO 63502

1995  Project Evaluator, CBHE Eisenhower Project  
Gender Equity in Middle School Mathematics and Science  
Stephens College  
Columbia, MO 65201

1995  Instructor, Project Construct Basic Institute  
Project Construct National Center  
Columbia, MO 65201

1993 - 1995  Instructor, Human Potential and Performance  
Director, Child Development Center  
Truman State University  
Kirkville, MO 63501

1992 - 1993  Instructor, Child and Family Development  
Director, Child Development Center  
Truman State University  
Kirkville, MO 63501

1987 - 1992  Instructor, Child and Family Development  
Assistant Director and Head Teacher, Child Development Center  
Truman State University  
Kirkville, MO 63501

1986 - 1987  Teacher, Sixth grade  
Adair County R-II School District  
Brashear, MO

1985 - 1986  Teacher, Kindergarten  
Adair County R-II School District  
Brashear, MO

1983 - 1985  Teacher, Preschool and Kindergarten  
Faith Lutheran School  
Kirkville, MO 63501
PUBLICATIONS


PRESENTATIONS


GRANTS AWARDED

Novinger, S. Child Care Development Block Grant. Missouri Department of Social Services, 1993 / 1994.

Novinger, S. Literature based reading instruction. Incentive grant funded by the Missouri Department of Elementary and Secondary Education, July 1987.


RESEARCH

SUNY Brockport


University of Missouri


Discourse and interactions in a graduate retrospective miscue analysis seminar: An ethnographic study. 1997

Truman State University

Undergraduate action research: Supporting students’ development as constructed knowers. With David Conner, 1994 - 1995
CURRENT RESEARCH INTERESTS
Mathematical discourse and children's symbolizing and notating
Classroom experiences as sites for intersections of diverse discursive practices
Action research as teacher directed professional development

COURSES TAUGHT

SUNY Brockport
EDI 405 / 505 Literacy I
Examination of the major theoretical perspectives regarding literacy
learning and teaching, with an emphasis on reading and writing as
transactional processes, and instructional strategies to support
beginning readers and writers. Undergraduate and graduate
students.

EDI 415 / 515 Literacy II
Examination of how to support upper elementary children as they
learn language, learn about language, and learn through
language. Emphasis on inquiry, writing process, literature study,
content area reading and writing, and evaluation. Undergraduate
and graduate students.

EDI 455 / 555 Student Teaching Field Experience
Supervision of student teachers in primary, elementary, and middle
school placements. Undergraduate and graduate students.

EDI 456 Student Teaching Seminar
Professional seminar linked to student teaching field experience.
Undergraduate and graduate students.

EDI 590 Emergent Language
Examines young children's acquisition and development of oral and
written language. Students explore the cognitive, social, and
cultural bases for language development and use, including dialect
variation and second language learning. Students engage in an
action research project. Graduate students.

University of Missouri
T304 Family and Community Resources for Early Childhood Education
Examination of family systems theory as situated in social, cultural
and historical contexts; social, cultural, and historical contexts of
educator; family, school, and community involvement and
collaboration. Undergraduate and graduate students.

T306 Assessment in Early Childhood Education
Examination of assessment strategies in preschool through
elementary years. Emphasizes on assessment - curriculum
integration, authentic assessment strategies, and standardized
instruments. Undergraduate and graduate students.
T310  Early Childhood Assessment
Graduate seminar focusing on authentic learning and assessment: infancy through primary school.

T310  Project Construct Basic Institute
Graduate seminar focusing on extension and elaboration of constructivist theory and practice as related to the education of children preschool through elementary school.

T314  Teaching Composition (internship with Dr. Roy Fox)
Theory and strategies for supporting student writing, upper elementary through high school. Undergraduate and graduate students.

ED314  Teaching and Learning Mathematics, Science and Social Studies with Young Children (field experience supervisor)
Integrated course in curriculum and instruction, preschool through primary. Undergraduate students.

ED316  Pre-Kindergarten Student Teaching (field experience supervisor)
Integrated course in curriculum and instruction. Undergraduate students.

T403 / T419  Advanced Child Study / Advanced Early Childhood Curriculum (with Dr. Nancy Knipping)
Graduate seminar. Examination of developmental theories, Curriculum design, and teaching / learning strategies.

T410  Action Research
Graduate seminar. Theory and practice of classroom action research.

Truman State University

CFD 330  Family Life Education
Instructional techniques for applying family theory to working with a variety of family types and structures in community institutions, parent involvement and education programs, and schools.

CFD 331  School-Age Through Adolescence
An overview of the psychology and development of children and adolescents from age six to eighteen. Emphasis on understanding development in a family context.

CFD 332  Theoretical Applications in the Preschool
Application of constructivist learning theory in a directed laboratory experience.

CFD 430  Administration of Children's Programs
Administrative theory, licensing, financing, organizing, supervising, and managing of public and private programs for children and families.
CFD 432  Child and Family Development Practicum
Supervised professional experiences in early childhood centers,
public and private schools, hospitals, public agencies, and other
programs serving children and families.

HPP 230  Early Childhood Growth and Development
An overview of the psychology and development of children
conception through age six.

HPP 250  Lifespan Development
An overview of human development throughout the lifespan.
Emphasis on understanding development as contextually situated

PSYC 300  Teaching and Research Seminar (with David Conner)
Interdisciplinary course focusing on teachers as action researchers.

CMDS 488  Language of Teaching and Learning
Research seminar focusing on the relationship between adult and
child language transactions and cognitive development.

Summer Workshops:

Science Experiences for Early Childhood Classrooms (1991, 1992)
Overview of constructivist learning theory. Focus on supporting children’s
construction of scientific concepts using developmentally appropriate strategies.

Creative Communication and Dramatics for Teachers (with Gina Rybkowski, 1991)
Exploration of communication and drama strategies for teachers. Focus on
fostering effective communication in classrooms, between professional colleagues,
and with parents.

UNIVERSITY SERVICE

SUNY Brockport

1999 - 2000  Co-chair, Early Childhood/Childhood Education Program Development
Committee
Departmental Awards Committee
Departmental Faculty Search Committee
Graduate Advising, Thesis/Project direction
Mentor, Ronald E. McNair Post-baccalaureate Achievement Program
Grants Consultant, Brockport Child Care Center

1998 - 1999  Undergraduate Committee, Department of Education and Human
Development
Departmental Faculty Search Committee
Early Childhood / Childhood Education Program Development Committee
Graduate advising

University of Missouri
1995 - 1997  Early Childhood Education Planning Committee, Undergraduate Teacher Development Center

Truman State University

1994 - 1995  Master of Arts in Education thesis/case study committees
Sophomore Writing Experience, Reader and Conference Staff

1993 - 1994  MAE case study committees
Sophomore Writing Experience, Reader
Advisor: Beta Omega Beta

1992 - 1993  Campus Instructional Services Committee
Faculty Associate, Missouri South Residential College
Sophomore Writing Experience, Reader
Advisor: National Association for the Education of Young Children
Advisor: Beta Omega Beta

1991 - 1992  Faculty Senate
Council on Teacher Education
Faculty Associate, Missouri South Residential College
Sophomore Writing Experience, Reader
Divisional Representative, Planning Document Task Force
Advisor: National Association for the Education of Young Children

1990 - 1991  Campus Instructional Services Committee
Planning Committee, Bridging the Gap Conference
Advisor, National Association for the Education of Young Children

1989 - 1990  Advisor, National Association for the Education of Young Children

1987 - 1989  Advisor, National Association for the Education of Young Children
Campus Instructional Services Committee

CURRENT PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- Association for Childhood Education International
- Association for Constructivist Teaching
- National Association of Early Childhood Teacher Educators
- National Association for the Education of Young Children
- National Council of Teachers of English
- New York Association of Early Childhood Teacher Educators
- New York Association for the Education of Young Children
- Rochester Association for the Education of Young Children
- Whole Language Umbrella

PROFESSIONAL SERVICE

Governing Board, Missouri Center for Voluntary Accreditation of Early Childhood Programs, 1993 - 1995

Governing Board, National Association of Early Childhood Teacher Educators
Missouri Affiliate, 1991 - 1993

Missouri Association for the Education of Young Children
Governing Board, 1988 - 1992
Editor, UPDATE (state newsletter), 1989 - 1992
Distinguished Service Award, 1990

Advisory Council, Parents as Teachers, Kirksville, Missouri School District, 1992 - 1995

Advisory Council, Area Health Education Center, Macon, Missouri, 1991 - 1993

Vice-president, Membership, Truman State University Chapter, Phi Delta Kappa, 1990 - 1991

International Reading Association, Northeast Missouri Council
President, 1987 - 1988, Secretary, 1985 - 1986
Data Summary Sheet

SMITH, ARTHUR E., Ph.D.  
Associate Professor of Education  
Graduate and Undergraduate Faculty  
Appointed 1972

1. Academic Degrees
   Ph.D. Syracuse University Reading education  
   M.S. Southern Connecticut St. College Reading education  
   B.A. University of Connecticut English

2. Professional Experience
   1972-Present SUNY College at Brockport  
   1969-1972 Syracuse University, graduate assistant  
   1965-1969 Branford (CT) High School, reading and English teacher  
   1962-1965 Platt H.S. (Meriden, CT), English teacher

3. Faculty and Administrative Load
   Fall Semester, 1998  
   EDI 360 Student Literacy Corps  
   EDI 415/515 Literacy II  
   EDI 731 Current Reading Research  
   EDI 798 Advanced Seminar in Reading  
   3 semester units

   Spring Semester, 1999  
   (Sabbatical Leave)  

   Summer, 1999  
   EDI 539 Content Area Reading  
   EDI 733 Reading Practicum  
   3 semester units

Other Collegiate Assignments, 1996-1999

Chair: Awards Committee (EHD)  
Member, Undergraduate Committee (EHD)  
Member, Personnel Committee (EHD)  
College Representative to Rochester Area Language Arts Coordinators  
Program and Thesis Advisor: 25 master’s candidates per year
4. **Current Professional and Academic Association Memberships** (asterisk beside meetings attended)
   - *College Reading Association
   - International Reading Association
   - National Council of Teachers of English
   - *Rochester Area Language Arts Coordinators

5. **Current Professional Assignments and Activities (non-teaching)**
   - Faculty advisor to “America Reads” program
   - Member of the Editorial Advisory Board of *Reading Research & Instruction*
   - Judge for College Reading Association Outstanding Dissertation Award

6. **Publications** (selected from the most recent and most important)
   - University students as literacy tutors. ERIC, July, 1996 (ED 401527).
   - Working with the disabled student, *Brockport Statements*, October, 1995
   - Offering choice in teacher education. ERIC, November 1993 (ED 373308)

7. **Papers Presented**
   - “University Students as Literacy Tutors,” World Congress of the International Reading Association, 1996, Prague, Czech Republic.
   - “Linking the Reading Clinic to the Community,” College Reading Association, 1995, Clearwater Beach, Florida.
   - “Required Reading Preparation for Classroom Teachers: A Survey of Fifty States’ Regulations,” College Reading Association, 1995, Clearwater Beach, Florida

8. **Research**
   - “The Literacy Hour” in England’s National Curriculum
CURRICULUM VITAE

Dr. Lynae E. Sakshang
Assistant Professor (application for promotion in progress)
Department of Mathematics
Western Illinois University

Academic Degrees:
Ph.D.- Mathematics Education, North Carolina State University, 1996
M. A.- Mathematics Education, UNC- Pembroke, 1990
B. A.- Political Science, UNC- Chapel Hill, 1981

Professional Experience & Courses Taught:
Professor of Mathematics, Western Illinois University, 1996 - Present

- The Teaching of Mathematics in Middle Grades and Junior High, (taught both graduate-level and undergraduate-level courses)
- Number Theory Concepts in School Mathematics
- The Teaching of Elementary School Mathematics
- Computers in Elementary / Middle School Mathematics
- Integrating Mathematics and Literature in Elementary Education

Mathematics Instructor, North Carolina State University, 1990-1996

Intermediate Algebra


Intermediate Algebra
College Algebra
Trigonometry
Mathematics for Elementary Teachers

Geometry Teacher, Chapel Hill High School, Summer 1991, Summer 1992

Mathematics Teacher, Grey Culbreth Middle School- Chapel Hill, 1990-1991
Mathematics Teacher, Scotland County High School, Laurinburg, NC, 1989-1990

Publications:

"Take Two: a Fair Game?" Teaching Children Mathematics, 6 (1), January 1999.


Dr. Lynae Sakshang
Publications (cont.):


"The Orange Game", *Teaching Children Mathematics*, to be published in April, 1999.

Co-editor of "Problem Solvers" monthly column in *Teaching Children Mathematics*.

Grants:

Problem Solving and Performance Assessment Assistance in Rural Schools (with M. Olson and J. Olson) $80,000. Also chief evaluator of project. 1998-99.


Making A Smooth Mathematical Transition from High School to College (written for Mary Leach and Robert Baumann at the Regional Office of Education), $87,000, 1998-99. Author of grant. Also chief evaluator of project.

Presentations:

National Meetings


"Problem Solvers and Implementing problem solving in the Classroom" presented at the annual meeting of National Council of Teachers of Mathematics, 4/2/98.

"What do they know? What would you like them to learn? Cooperative learning- an answer." presented at the 25th annual meeting of the Research Council on Diagnostic and Prescriptive Mathematics, 2/2/98.

"Algebra for All Students- An Analysis of Implementation" presented at Research Presession of 75th annual meeting of National Council of Teachers of Mathematics, 4/16/97.

State and Regional Meetings

"What is constructivism?" Co-presenter and discussant at Illinois Council of Teachers of Mathematics State Conference, Springfield, IL, 10/15/98.

"The Algebra Preparedness Race" Member of Panel, Preconference of Illinois Council of Teachers of Mathematics State Conference Springfield, IL, 10/14/98.

Dr. Lynae Sakshong
Presentations, State and Regional Meetings (cont.)

"Illinois Learning Standards in Mathematics and Post-secondary Admissions/Placement, Pilot Study 1997-98" presented with the Provost, the Regional Supt., District Supt., Project Director, and high school teacher, at the Annual ISBE Superintendents conference on 9/24/98.

"Tech Prep mathematics and the role it plays in high school and college" presented at the annual meeting of the Illinois Section of the Mathematical Association of America, 3/27/98.

"Integrating across the curriculum to achieve the Illinois State Learning Goals" presented at the annual Henderson-Mercer-Knox-Warren teacher in-service day, 2/27/98.

"Putting problem solving at the center of the mathematics curriculum" presented at the annual Henderson-Mercer-Knox-Warren teacher in-service day, 2/27/98.

"Geometry and Spatial Sense Activities for use in the classroom" presented at the 1997 Hancock/McDorous Regional Institute, 10/3/97.


"What is the Core Plus Curriculum?" presented at the monthly meeting of the West Central Council of Teachers of Mathematics, 11/21/96.


Panelist on "Illinois Standards" Panel at Timely Degree Completion Meeting, 8/28/97.

Committees on Which I Serve:

University Committees:
- Provost's Articulation Committee
- College Grade Appeals Committee

Departmental Committees:
- Chair of Ad-hoc Student Evaluation Committee
- Chair of Mathematics Education Committee
- Committee to Assess the Elementary Redesign Program
- Secondary Education Redesign Committee
- Colloquium Committee
- High School Visitation Committee

Illinois State Board of Education Committees:
- Mathematics Performance Standards Committee
- Mathematics Committee - Item Writing for State Exams

Dr. Lynae Sakshaug
Reviewer of State Assessment Plan for Mathematics

Illinois Council of Teachers of Mathematics Committees:
Chair of ICTM Task Force on Needs Assessment

Campus Advisor: Math TEAM, student organization for preservice elementary, middle and high school teachers of mathematics

Staff Development:

McDonough Hancock Regional Office of Education:
Member of Committee that wrote the Post-Secondary Admission and Placement Benchmarks

Taught a series of five workshops intended to prepare teachers for rating students' understanding of content items of the Post-Secondary Admission and Placement Benchmarks

Chief evaluator of rating profiles of students, in the areas of content learned, college placement, and success in first-semester of college mathematics.

CUSD #205, Galesburg Schools:
Consultant for writing First Grade Expectations and Assessments, coach in the schools for first grade teachers implementing the Expectations, 5/97- present.


Trained aides for school years 97-98 and 98-99.

Consultant for writing middle grades objectives and selecting units for achieving objectives, Spring '98

Researched textbook adoption process by Middle Grades Teachers, included interviewing all middle grades mathematics teachers in CUSD #205, and observing in classrooms.

Teachers' Academy for Mathematics and Science, Chicago, IL:
Evaluator of their Mathematics Program for Middle Grades Teachers, 1996-97

Evaluator of their Mathematics and Science Programs for all Teachers, 1997-98

Provided two in-service workshops for teachers in the Rock Island and Moline school districts. Teachers at grades 3, 5, 8, 10 attended. Workshops focused on performance assessment as it is linked to the Illinois State Achievement Test (ISAT) that will be piloted this spring in grade 3, statewide, and the following year in grades 5, 8, and 10. (Follow-up workshops are planned for December, 1998).

Dr. Lynae Sakshaug
Staff Development (Cont):

Provided two in-service workshops for middle grades teachers at Bushnell-Prairie City Junior High School, on selecting mathematics software, and on implementing the use of technology in a one-computer classroom, 4/98.

Provided a workshop for all teachers at Earl Hansen School, Rock Island, IL. "Coupling Assessment with Instruction", 9/22/97.

Edison Middle School, Macomb, IL. Consultant on grant for Implementing Technology in All Fourth Grade Classrooms, 10/96 - 5/97.

Provided two workshops for Two-Rivers Professional Development Center. "Integrating Mathematics with other subjects to implement the NCTM Standards in Grades K-2", 2/21/97, and "Integrating Mathematics with other subjects to implement the NCTM Standards in Grades 6-8", 3/7/97.

Presented two workshop sessions at the Two Rivers Professional Development Center, 12/6/96. One session focused on K-2 teachers. The other focused on 6-8 teachers.

Other:

Provided problem ideas for teachers at Lincoln School in Macomb in order to help them prepare their children for the new Illinois State Achievement Test (ISAT), fall, '98.

Guest speaker at Galien Board Meeting on 10/13/96, to describe how their Academic Learning Expectations for grades K-2 fit in with the state and national learning standards.

Hosted a “Math Everywhere” night for the WIU Infant and Preschool parents and children.

Coordinator and advisor for MATH Team. This is a new student organization of math educators that was formed during the fall of 1996.

Keynote speaker at Hamilton High School graduation ceremony, 5/25/97.

Current Professional and Academic Association Memberships:

National Council of Teachers of Mathematics
Research Council on Mathematics Learning
Association of Mathematics Teacher Educators
Women in Mathematics Education
Illinois Council of Teachers of Mathematics
West-Central Council of Teachers of Mathematics

Dr. Lynae Sakshaug
Faculty Data Summary Sheet

VERONESI, PETER D., Ph. D.
Assistant Professor of Science Education
Graduate and Undergraduate Faculty
Appointed 1996

1. Academic Degrees
   Ph.D. University of Iowa 1996 Science education
   M.Ed. Clarion University 1982 Science education
   B.S. Clarion University 1986 Secondary education, Science

2. Professional Experience
   1996-Present SUNY College at Brockport, Assistant Professor of Science Education
   1992-1996 University of Iowa
   1987-1991 Philipsburg Pennsylvania Junior High Science Teacher

3. Faculty and Administrative Load
   Summer Session, 1999
   EDI 673 Final Project(s) Supervision
   EDI 611 Teaching of Elementary School Science 3 semester units

   Spring Semester, 1999
   EDI 476 Student Teaching Seminar 3 semester units
   EDI 406/506 Dimensions of Teaching 3 semester units
   EDI 475/575 Student Teaching supervision 3 semester units

   Fall Semester, 1998
   EDI 476 Student Teaching Seminar 3 semester units
   EDI- 416/516 Applications of Teaching (Science) 6 semester units
   EDI 475/575 Student Teaching supervision 3 semester units

4. Other Collegiate Assignments, 1998-1999

   Advisor, 49 graduates
   Member: College and departmental committees: 3 search (chair of one), professional
devvelopment, NCATE, Early childhood Program development, College Faculty evaluation,
and Chair of grade appeal committee.
   Student Teachers supervised, 6 fall, 7 spring
   Projects Supervised, 5 fall, 7 spring
5. Current Professional and Academic Association Memberships

*National Science Teachers Association (NSTA).
*Science Teachers Association of New York State (STANYS).
*National Association for Research in Science Teaching (NARST).
*Association for the Education of Teachers in Science (AETS).
*Association for the Education of Teachers in Science-Northeast (AETS-NE).
Council for Elementary Science International
National Association of Science, Technology, and Society (NASTS).

6. Publications


*"Synthetic Soils: Mixing the Bad With the Good." Science Activities. Summer, 1996.


7. Papers Presented

*"R-BEST Rationale for Teaching Elementary Science: A Study of First Year Teachers' Perspectives on Their Personal Research-Based Elementary Science Teaching Rationale," Annual meeting of the Association for the Education of Teachers in Science, 1999 Austin, TX.


8. Research

Appendix C

Letters of Support from Academic Computing, Drake Library and Brockport Child Care Center
October 7, 1999

Dr. Jeffrey B. Linn
Department of Education and
Human Development
270 FOB

Dear Dr. Linn,

This letter is sent regarding Education and Human Development’s Proposal to offer a new program in Birth Through 2 Education.

Although competencies in computer skills will be required and students will use PCs for papers and research using the World Wide Web, we do not foresee any impact on Academic Computing resources, such as new hardware and software, at this time. Since Education maintains its own lab in C6 Cooper, accommodating the additional 20 majors for this program is not anticipated to be a problem. Academic Computing Services supports the Education and Human Development program in their efforts.

Sincerely,

[Signature]

Mary Jo Orzech, Ph.D.
Director, Academic Computing Services

MJO/ms
MEMORANDUM

To: Sue Novinger
   Education and Human Development

From: Sally Petty
   Chairperson, Library Collection Development Committee

Re: Program Proposals for the Childhood Education Certification Program (grades 1-6) and the new Early Childhood Education Certification Program (Birth-grade 1)

Date: December 6, 1999

Members of the Drake Memorial Library Collection Development Committee have reviewed current library holdings related to your program proposals for both the Childhood Education Certification Program and the new Early Childhood Education Certification Program.

Education holdings were assessed against six libraries participating in the 1997 North American Title Count. Three of those libraries had fewer overall library holdings than Drake, three had more overall holdings than Drake.

According to the NATC, we would want the library to have education holdings of 24,205. We have 22,875, or 95% of the holdings reported in the 1997 NATC.

The areas we care most about for the purposes of this proposal are child study and early childhood education, as well as preschool, nursery school, kindergarten, and primary education. You will see in the following table, that these areas do need collection building. We will need about 327 volumes to bring us up to the level of the 1997 assessment tool level. At an average cost of $44.48 before discount, we will need about $14,545.00 to make up the shortage in these two areas. Education's annual library book and media budget is at $11,200. Clearly this shortage needs to be covered by some other means.

The Drake Memorial Library Collection Development Committee members support modification in the allocation of NYS Collection Development Grant funds over a two year period to cover development of the education collection in the above areas. The purpose of the grant is to build strong collections in particular subject areas. We have been asked to assure quality collections in these areas, not only for the college, but for purposes of Inter-Library Loan sharing. Historically we have allocated only 20% of grant funds to education. Over the next two years, we will spend 60% of grant funds in the education area so that we may meet the demands of the Education curriculum changes mandated by NYS. $7,534 each year for 2 years would allow us to make up the $14,545 short fall, and develop our collection in areas that will be in great demand as the new NYS education regulations are implemented.
January 27, 2000

Dr. Sue Nevinger
Education and Human Development
Faculty Office Building
350 New Campus Drive
Brockport, New York 14420

Dear Sue:

Brockport Child Day Care Center, Inc. enthusiastically supports SUNY Brockport’s effort to establish an Early Childhood Certification Program beginning Fall, 2000.

We commit to accept up to twenty Early Childhood Certification students for field placement. We are also able to accept up to twenty students who can use our site for observations. These students could participate in our Infant and Toddler Program, Pre-Kindergarten and Kindergarten Program, and our Primary Grades Program (1st and 2nd grades). Additionally, Lou Sweigman, Program Director, and I would gladly serve as Program consultants.

If I can be of further assistance do not hesitate to contact me.

Sincerely,

Mary Montgomery
Executive Director

Accredited by the National Academy of Early Childhood Programs
Appendix D

NCATE Timetable
NCATE TIMELINE

Dec. 1999  Intent to Apply for NCATE submitted

Feb. 1, 2001  Preconditions document submitted to NCATE including 4-5 copies of curriculum folios for each area requiring a folio

Oct./Nov. 2001  Institution submits to NCATE “Date Preference Form” for preferred dates for visit

Apr. 2002  Institution publishes announcement to media of visit to invite third party testimony

Jan. 2002  NCATE sends final preconditions report to institution

Apr. 2002  NCATE sends to institution names and addresses of BOE to conduct visit

June 2002  NCATE sends third-party testimony to institution for comment

July 2002  Institutional report and catalogs to NCATE, BOE Team members, state consultant and other representatives

Aug./Sept. 2002  Previsit

Oct./Nov. 2002  Scheduled Visit

Dec. 2002  Report submitted to NCATE, Unit Heads, SED

Jan. 2003  Rejoinder to NCATE

Mar./Apr. 2003  Accreditation status by NCATE

May 2003  Report to President

Sept. 2003  Accreditation (thinking positively)

Public Disclosure
Appendix E

Projected Expenditures for Proposed Program

And

Faculty Senate Template
### PROJECTED EXPENDITURES FOR PROPOSED PROGRAM

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1st Year Academic Year</th>
<th>2nd Year Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Reallocation (3)</td>
<td>1 Full-time line 2 Adjunct classes reallocated</td>
<td>1 Full-time &amp; 2 Adjunct</td>
</tr>
<tr>
<td>New Funds (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Reallocation (3)</td>
<td>1,000.00</td>
<td>- 0 -</td>
</tr>
<tr>
<td>New Funds (4)</td>
<td>6,000.00</td>
<td>- 0 -</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Library Acquisitions</strong></td>
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<td>1,000.00</td>
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<tr>
<td>Internal Reallocation (3)</td>
<td>- 0 -</td>
<td>- 0 -</td>
</tr>
<tr>
<td>New Funds (4)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>7,500.00</td>
<td>1,000.00</td>
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<tr>
<td><strong>Remaining OTPS</strong></td>
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<tr>
<td>Internal Reallocation (3)</td>
<td>250.00 (supplies)</td>
<td>350.00 (supplies)</td>
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<tr>
<td>New Funds (4)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>250.00</td>
<td>350.00</td>
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<tr>
<td><strong>Capital Expenditures</strong></td>
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<td>- 0 -</td>
</tr>
<tr>
<td>Internal Reallocation (3)</td>
<td>- 0 -</td>
<td>- 0 -</td>
</tr>
<tr>
<td>New Funds (4)</td>
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<td>- 0 -</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>- 0 -</td>
<td>- 0 -</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Specify the academic year.
(2) Include fringe benefits.
(3) Internal reallocation means that campus resources will be moved or redeployed from a current effort to support the new program.
(4) New funds means expenditures engendered specifically by the proposed program that the institution would meet by other sources.
(5) Include here equipment that is not a capital expenditure.
(6) Include here a new facility, or renovation or renewal of an existing building.
Faculty Senate Resources Template

A. Personnel and other human resources
   2. Support personnel
      Reallocation of current personnel resources in the Field Experience Office and
      Elementary and Secondary Education Coordinator office
   
   3. Teaching faculty
      3.1 Full time
      1 current full time faculty member
      One full time faculty member to be added year two of the proposed program
   
      3.2 Part time
      Add one .5 time adjunct beginning year one of the proposed program

B. Facility Needs
   Note: The facilities may require support for maintenance or supervision. These can
   be identified under items A-Personnel and Human Resources, above or D-Services,
   below.
   
   1. Classroom / teaching facilities
      1.2 Small classrooms (reallocation of existing facilities through scheduling)
      1.3 Large classrooms (reallocation of existing facilities through scheduling)
      1.10 Computer labs (See Appendix C).
   
   2. Offices
      2.2 Faculty offices (need one additional office for additional full time faculty
      member)

C. Program-specific supplies and equipment.
   (Note: These items may require special support for maintenance and supervision.
   These can be identified under items A-Personnel and Human Resources, above or D-
   Services, below.)
   
   1. Computers, work stations, etc housed within program:
      1 computer and printer
      2,500
   
   3. Office furniture
      For one new faculty office—reallocation from surplus

   5. Program Specific Equipment
      5.1 Permanent equipment (life cycle of 7+ years)
      Early childhood classroom equipment such as
      hardwood unit blocks, sand/water table,
      classroom sets of developmentally appropriate
manipulatives 1,000

Annual replacement budget 150

5.2 Replaceable equipment (life cycle of 5-7 years)
  2 video cameras, tripods, microphones 1,600
  1 digital cameras and software 800
  2 touch screens 1,000
  2 audio recorders 100
    Start-up expense 3,500

Annual replacement budget 500

Life cycle of 1-2.9 years
  teaching materials including but not limited to magnets, magnifiers,
    math manipulatives, balance scales 500
  Early childhood software 500
    Start-up expense 1,000

Annual replacement budget 333

6. Program-specific supplies
  (Expendable items to be replaced on a regular basis)
  Curriculum supplies to include items such as chart paper, art supplies, etc. 250

Annual budget for consumables 250

D. Services Needed
  1. Computer services
     Program needs can be met through current resources. See appended letter from
     Academic Computing.

E. Financial Resources (Not covered in items A-D, above)
  1. Travel
     1.1 Conference
         Dean's office 600
         Department 150

  3. Special Events
     Annual budget for speakers, symposia, etc. 500

  6. Library acquisitions
Drake Memorial Library has committed grant funds of $7,534 for each of the next two years to strengthen the collection in early childhood education, child study, preschool, kindergarten, and primary education (See Appendix C). Thereafter, current department library budget will be sufficient.

7. Program -specific financial resources not covered above.
   None necessary.

F. Program -specific intangible resources (resources that do not have fixed dollar values that are necessary to maintain the program)

2. Community resources (for programs that depend on or work with external constituencies)
   Cooperating early childhood education and care programs, such as the SUNY Brockport Child Care Center, the Rochester City School District, the Brockport Central Schools, and the Greece School District are a valuable resource for the proposed program. These early childhood programs provide sites for candidates' field experiences, and the teachers and administrators of these programs share their expertise with SUNY Brockport faculty and teacher candidates.