Resolution #17
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: Undergraduate Adolescence Teacher Certification with Middle Childhood Extension

Signed: [Signature]
Date Sent: 6/7/00
(Thomas Bonner, Faculty Senate President)

TO: The Faculty Senate
FROM: Dr. Paul Yu, College President
RE: Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date: 9/1/00
   b. Deferred for discussion with the Faculty Senate on 1/1/
   c. Unacceptable for the reasons contained in the attached explanation

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

DISTRIBUTION: Administrative Group - full proposal available through Office of Faculty Senate

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

FACULTY SENATE
SUNY College at Brockport
AUG 3 0 2000
350 New Campus Drive
Brockport, NY 14420-2925
Secondary Education Program Conceptual Framework

The Secondary Education program at SUNY College at Brockport is committed to the preparation of highly qualified teachers of grades 7 through 12. All prospective teachers who graduate from this program will be expected to have pedagogical content knowledge in their field of study and be able to support the needs of all learners in their classes. This program includes an extension to provide special professional preparation for middle school teaching. The basis for our conceptual framework are the National Board for Professional Teaching Standards (NBPTS). These certification standards provide guidelines for what constitutes professional teaching at an advanced level.

The NBPTS core propositions, along with specific aspects of our program in meeting these guidelines, are as follows:

1. **Teachers are committed to students and their learning.**
   Teachers recognize individual differences, have an understanding of how students develop and learn, and treat students equitably. Brockport graduates will:
   - Investigate the physical, social, emotional, intellectual, and moral development of the adolescent student.
   - Integrate self-understanding and the understanding of others into an effective style of group leadership.
   - Develop plans of instruction that use reading and writing to teach content to all students, including those with special needs.

2. **Teachers know the subjects they teach and how to teach those subjects to students.**
   Teachers appreciate how knowledge in their subject is created, organized, and linked to other disciplines. They have knowledge of how to convey the subject to students using multiple strategies and representations. Brockport graduates will:
   - Demonstrate knowledge of the content and methods of the discipline in coursework and performance on the LAST and CST.
   - Create lesson plans that reflect a working knowledge of the New York State Standards and the National Standards in their subject area.
   - Develop interdisciplinary units of study at both the middle school and high school levels.
   - Have experience using technology to improve teaching and learning.
   - Demonstrate knowledge of teaching methods that are research-based.
June 1, 2000

To: Tom Bonner, President
   Faculty Senate

From: Bill Veenis

Re: Amended Adolescence Certification Program Proposal

The attached undergraduate Adolescence Certification Program proposal was approved by the Faculty Senate on May 1, 2000, as amended:

"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."
Secondary Education Program Conceptual Framework

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   - Develop interdisciplinary units of study at both the middle school and high school levels.
   - Have experience using technology to improve teaching and learning.
   - Demonstrate knowledge of teaching methods that are research-based.
3. *Teachers are responsible for managing and monitoring student learning.*
   Teachers call on multiple methods to meet their goals, orchestrate learning in group settings, and assess student progress. Brockport graduates will:
   - Create learning environments that actively engage students in higher level thinking.
   - Demonstrate an understanding of how to use alternative assessment strategies to evaluate student progress and inform instruction.

4. *Teachers think systematically about their practice and learn from experience.*
   Teachers are reflective practitioners who test their judgments and make good instructional decisions based on educational research, advice from others, and their own experiences. Brockport graduates will:
   - Create professional portfolios that include their philosophical beliefs about education, reflections on their learning experiences, and original creations based on some area of research in their field of study.
   - Demonstrate their ability to apply what they learned in classes and develop their teaching skills through a variety of field experiences.

5. *Teachers are members of learning communities.*
   Teachers contribute to school effectiveness by collaborating with other professionals, parents, and the community. Brockport graduates will:
   - Deepen their understanding of the role of education in society and the role of educational leadership in change efforts.
   - Collaborate with colleagues, college faculty, and school faculty on curriculum and instruction projects to improve teaching and learning.
   - Become members of professional organizations in their fields of study.
Adolescence Certification
Course Descriptions and Regulations

COURSE DESCRIPTIONS

Phase 1 (Freshman to Mid-Junior Years)

Complete academic major, co-requisite, and general education courses or BS degree.

Foreign language requirement (equivalent of six credits).

Health Behaviors and Wellness (three semester hours) under discussion.

BC/EC Experience

Evidence of 40 or more hours of supervised field experience working in schools with Adolescents. Provides early experience for purpose of helping students to make a decision about teaching.

REGULATIONS

"A major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for students." (p.14)

[Brockport] will ensure that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields, including breadth and depth of knowledge in the content area(s) of the certificate and a general education in the liberal arts and sciences.
Phase II (Fall/Spring Semester)

ED 145/456: Frameworks for Teaching

Introduces students to the methods and strategies involved in the teaching of a middle and high school subject, including English, math, science, social studies, and second language. Begins the students' exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Requires students to practice teaching lessons they've designed and be reflective about their own and others' lessons. Focuses on students' ability to work collaboratively as members of teams. Provides opportunities for students to clarify their goals in pursuit of a teaching career and requires them to construct a personal statement of educational philosophy.

PSH 4/584: The Adolescent Learner

Investigates the physical, social, emotional, intellectual, and moral developmental period of early adolescence as it differs from later adolescence. Includes topics such as individual learning styles, changes in the family structure, social contexts, threats to health and safety, risk behavior in contemporary society, interpersonal relations, and exceptional. Explores communication models and the knowledge and skills related to conferencing with students, parents, and others. Integrates self-understanding and the understanding of others into an effective style of group leadership.

ED 145/452: Middle School Curriculum and Instruction

Introduces teachers to middle school philosophy and organization, including the rationale for and function of: interdisciplinary teams, teacher-based guidance programs, flexible grouping and scheduling programs. Focuses on the implications of developmental characteristics for effective instructional strategies. Provides opportunities for the development of interdisciplinary curriculum. Examines current practices and controversial issues in middle grade schools. Includes 50 hours of field experience in a middle level school, grades 5-8.

ED 145/455: Language Skills in Middle and High School Content Areas I

Focuses on the notion that reading and listening for meaning are critical to thinking about and learning content knowledge in all disciplines of study in the middle and high schools. Stress the development of these language skills in early and later adolescence and examines the individual differences among learners and multiple approaches and strategies that may be used to improve students' thinking and learning.

“Human development processes and variations” (such as the impact of culture, socioeconomic level, home factors) and “The processes of growth and development in adolescence.” (p. 6 and p. 12)

For extension or annotation [Brookport] shall prescribe additional study and 5 days of field experience and 20 days of college-supervised student teaching or practicum in the area.

For Middle Childhood Education Specialist Certificate, a major or its equivalent in English, a language other than English, biology, chemistry, earth science, physics, math, or history.

Childhood Education Generalist Certificate, a major, concentration or its equivalent in one or more of the liberal arts and sciences which shall ensure that the graduate has a knowledge base for teaching the subject(s). Pedagogical core shall include processes of growth and development in middle childhood and how to provide learning experiences including interdisciplinary experiences, and conduct assessment reflecting understanding of processes.

“Language acquisition and literacy development by native English speakers and students who are English language learners – and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study.” (p. 6)
COURSE DESCRIPTIONS

Requires an analysis of reading and listening skills and abilities essential to successful learning in the disciplines that are taught in the middle and high schools. Identifies the successful strategies teachers and others have used to be effective readers and listeners and uses these as bridges to the construction of instructional units that improve performance.

Phase II (Fall/Spring Semester)

EDI 4/565: Teaching English Inclusively  
EDI 4/566: Teaching Mathematics Inclusively  
EDI 4/567: Teaching Science Inclusively  
EDI 4/568: Teaching Social Studies Inclusively  
EDI 4/569: Teaching Second Language Inclusively

Prerequisite: 1st Semester Courses

Focuses on inclusive teaching strategies in the content areas, including lesson planning, instruction, and assessment. Emphasizes secondary curriculum content and the New York State Education Standards as well as technological applications that apply to teaching and learning. Requires students to take an active role in becoming a reflective practitioner, working on personal portfolios, and reading research articles. Includes 30 hours of field experience in a high school inclusion classroom, grades 9-12.

EDI 4/551: Secondary Students with Special Needs  

Prerequisite: Completion of 1st semester courses in Phase II.

Examines the social, educational, and personal implications of human exceptionality. Explores issues and concerns related to the identification and evaluation of exceptional individuals. Explores ways to modify curriculum and instruction to meet the needs of a range of students, including inclusive well as gifted and talented. Emphasizes the historical, legal, and instructional issues related to educating students who learn differently.

REGULATIONS

[50 hours of field experience.]

"learning processes, motivation, communication, and classroom management—and skill in applying those understandings to stimulate and sustain student interest."

(p.6)

"the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning behavior—and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities."

(p.6)

"uses of technology, including instructional and assistive technology—and skill in using technology and teaching students to use technology."

(p.7)

"curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities—and skill in designing and offering differentiated instruction..."

(p.7)
COURSE DESCRIPTIONS

EDI 4/5XX: Language Skills in Middle and High School Content Areas II

Builds on students' study in EDI 645. Explores the notion that writing and speaking are fundamental to thinking about and learning content knowledge in all disciplines of study. Achieves an understanding of not only the teachers' own speaking and writing processes but also of the kinds of experiences that help students write and speak with an authentic voice, develop a high degree of fluency, and produce writing and verbal presentations of consequence. Covers the following areas: using writing and verbal presentations to create and explore thinking, to make learning personal, to get ready to learn, to exercise intellectual independence, to wonder, to struggle with difficult learning, and to engage the imagination in learning.

XXX: Course in Academic Discipline

Phase III (Spring Semester)

EDI 4/575: Practicum in Secondary Education with Seminar
Prerequisite: Completion of Phase II Courses

Examines strategies to establish and maintain positive classroom learning environments. Emphasizes reflection on practice, effective use of class time, understanding group dynamics, and interpreting student actions in classrooms.

EDI 4/5XX: Creating Positive Learning Environments
Prerequisite: Completion of Phase II Courses.

Examines strategies to establish and maintain positive classroom learning environments. Emphasizes reflection on practice, effective use of class time, understanding group dynamics, and interpreting student actions in classrooms.

REGULATIONS

For master's, at least 12 semester hours in content area of initial certification, a related area, or in study of pedagogical content knowledge that is jointly taught by faculties of content area and education, study in a different developmental level or study for an extension or annotation.

Field experience and student teaching will "provide candidates with experiences in a variety of communities and across the range of student developmental levels, an opportunity for practicing skills for interacting with parents/caregivers, an opportunity to work in high need schools, and an opportunity to work with socioeconomically disadvantaged students, students who are English language learners, and students with disabilities." (p.8)

"The program shall include at least two college-supervised student-teaching experiences (grades 7-9 and grades 10-12) of at least twenty school days each." (p. 8 and p. 15)

"means for identifying and reporting suspected child abuse, which shall include at least two clock hours of coursework, and means for instructing students for the purpose of preventing child abduction, tobacco and drug abuse, providing safety education, and instruction in fire and arson prevention." (p. 7)
Undergraduate Adolescence Teacher Certification Programs with Middle Childhood Extension Outline

PROPOSED NEW PROGRAMS

PHASE ONE

Preparation for Content Knowledge,
General Education and Deciding to Teach
Complete most academic major, corequisite, and
general education courses.

Foreign language requirement (meets general education requirement).

Health and Wellness (three semester hours)

Evidence of forty or more hours experience working in schools
with adolescents. (May be met through a one credit BSEC experience,
community college coursework, or by letter of verification
from a school administrator or teacher.)

PHASE TWO

Preparation for Teaching

1st semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>EDI 445</td>
<td>Frameworks for Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDI 428</td>
<td>Middle School Curriculum &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(course has 40 hours middle school field</td>
<td></td>
</tr>
<tr>
<td></td>
<td>experience)</td>
<td></td>
</tr>
<tr>
<td>PHS 484</td>
<td>The Adolescent Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDI 4XX</td>
<td>Language Skills in Middle &amp; High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content Areas I (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Liberal arts</td>
<td>Major requirement (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

EXISTING PROGRAMS

Fulfill xx hours of undergraduate credit.

Foreign language requirement (six credits)

Drug education for teachers (one credit)

NEW

EDI 445 Intro to Teaching Secondary English

NEW MIDDLE CHILDHOOD EXTENSION REQUIREMENT

PSH 484 Adolescence

NEW STATE REQUIREMENT

Major requirement
## Proposed New Programs

### Phase Two continued

2nd semester

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>EDI 465</td>
<td>Teaching English Inclusively</td>
<td>3</td>
</tr>
<tr>
<td>EDI 466</td>
<td>Teaching Mathematics Inclusively</td>
<td></td>
</tr>
<tr>
<td>EDI 467</td>
<td>Teaching Science Inclusively</td>
<td></td>
</tr>
<tr>
<td>EDI 468</td>
<td>Teaching Social Studies Inclusively</td>
<td></td>
</tr>
<tr>
<td>EDI 469</td>
<td>Teaching Foreign Languages Inclusively</td>
<td>(course has 40 hour inclusion field experience)</td>
</tr>
<tr>
<td>EDI 4xx</td>
<td>Secondary Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDI 4xx</td>
<td>Language Skills in Middle &amp; High School Content Areas II</td>
<td>3</td>
</tr>
<tr>
<td>EDI 430</td>
<td>Education and Society (or SOC 412 or HST 4xx)</td>
<td></td>
</tr>
<tr>
<td>Liberal arts</td>
<td>Major requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

### New State Requirement

**New State Requirement**

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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 320</td>
<td>Self, School, &amp; Society</td>
</tr>
<tr>
<td>Liberal arts</td>
<td>Major requirement</td>
</tr>
</tbody>
</table>

## Phase Three

**Student Teaching Practicum**

3rd semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDI 475</td>
<td>Practicum in Secondary Education with Seminar</td>
<td>12</td>
</tr>
<tr>
<td>EDI xxx</td>
<td>Creating Positive Learning Environments</td>
<td>3</td>
</tr>
</tbody>
</table>

### Proposed Certification

**Required Hours**

| Undergraduate | 39 |

### Existing Certification

**Required Hours**

| 27 |
Adolescence Teacher Certification Programs with Middle Childhood Extension
Department of Education and Human Development Staffing Needs

The staffing needs outlined below reflect the following assumptions:

1. The program will be offered with a new cohort beginning fall and spring semesters.

2. Courses will be sequenced, coursework in semesters 1 and 2 are prerequisites for the student teaching practicum, semester 3.

3. Fifty (50) students, including undergraduates and graduates, can be admitted into the program each semester.

4. Class size will be 25 students in most classes, with the exception of EDI 46X/56X (Teaching __________ Inclusively), and EDI 79X (Seminar in __________ Education). These courses will be organized as seminars and will have 12-15 students.

5. The faculty supervisor/student teacher ratio will be 1:6/7 with the practicum seminar included as part of the faculty obligation.

6. Full-time faculty course load for tenure track faculty is 3 courses per semester.

7. No more than 30% of the program should be staffed with adjunct faculty.

8. Twelve hours of liberal arts credit are required in the alternate masters' programs which will affect demand for graduate courses in Letters and Science.

9. Psychology Dept will teach PSH 484/584 (The Adolescent Learner), class size will be 25 students.

Fall Semester Staffing Needs:

EDI 445/545  Frameworks for Teaching  2 sections @ 25 students per section

EDI 428/528  Middle School Curriculum  2 sections @ 25 students per section
January 12, 2000

Faculty Senate Curriculum Committee

Gentlemen/Women:

I am writing in support of the Education Department proposals for revising the Alternative Masters’ Adolescence Teacher Certification Programs and the Undergraduate Adolescence Teacher Certification Programs, both with Middle Childhood Extensions. The History Department worked closely with the Education Department in developing these programs in so far as they will be used for Social Studies certification. Our main concerns were four: 1) retaining certification options in the undergraduate program, which we believe essential to both the History Department’s and the College’s enrollment; 2) enabling students to complete their programs expeditiously, long a problem in the undergraduate program; 3) insuring that students in all programs are solidly trained in the subject matter they will teaching; and, 4) developing a program in which the History and Education Departments coordinate more closely to achieve these goals.

The proposed programs meet all these criteria. The undergraduate program provides initial certification and the graduate program final certification. The undergraduate program will be streamlined by the History and Education Departments agreeing on two courses that will count for both certification and history credit as well as by the History Department providing more courses that meet various general education requirements so that the overall program can be completed in four years of work. Student work in history or other appropriate subject area courses is built into the new graduate program. The History Department will make departmental recommendations to the Education Department about students’ preparation for entering the undergraduate certification program instead of the current more haphazard system of students soliciting letters of recommendation from individual faculty. These innovations require much closer coordination between the two departments, a goal to which both are committed. Furthermore, a History Department course in the History of Education will become one of the means for students to complete the Foundations of Education requirement in various certification programs. And we will explore other courses involving both departments.

I believe that the new programs will be clear improvements over the older ones which, despite their general success, presented a number of problems for students which the new programs address. Therefore, I am pleased to support the Department of Education’s new program proposals. The Department of History looks forward to working closely with the Department of Education to improve student learning in the new Social Studies programs.

Your truly,

Robert D. Marcus
Chair, Department of History
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sections</th>
<th>Students per Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 4xx/5xx</td>
<td>Language Skills I</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>EDI 474/575</td>
<td>Student Teacher Practicum</td>
<td>8</td>
<td>6-7</td>
</tr>
<tr>
<td>EDI 565/665</td>
<td>Creating Positive Learning Env.</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>EDI 46x/56x</td>
<td>Teaching Inclusively</td>
<td>5</td>
<td>12-15</td>
</tr>
<tr>
<td></td>
<td>(presumes separate section for Foreign Language)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDI 4xx/5xx</td>
<td>Language Skills II</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>EDI 4xx/5xx</td>
<td>Sec. Students with Special Needs</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>EDI 430/530</td>
<td>Education and Society</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>

**TOTAL:** 27 sections / 7.7 full time faculty lines or equivalent

**Spring Semester Staffing Needs:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sections</th>
<th>Students per Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 445/545</td>
<td>Frameworks for Teaching</td>
<td>2</td>
<td>25</td>
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<tr>
<td>EDI 428/528</td>
<td>Middle School Curriculum</td>
<td>2</td>
<td>25</td>
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<td>EDI 4xx/5xx</td>
<td>Language Skills I</td>
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<td>(presumes separate section for Foreign Language)</td>
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</table>
EDI 4xx/5xx  Language Skills II  2 sections @ 25 students per section  
EDI 4xx/5xx  Sec. Students with Special Needs  2 sections @ 25 students per section  
EDI 430/530  Education and Society  2 sections @ 25 students per section  

TOTAL: 27 sections/ 7.7 full time faculty lines or equivalent

**Staffing Needs Per Semester**

- Secondary Mathematics (fulltime)  Existing
- Secondary Sciences (fulltime)  Existing
- Secondary English (fulltime)  Existing-being searched
- Secondary Social Studies (fulltime)  Existing-being searched
- Foundations (.5) (fulltime)  Existing
- Adjunct Faculty - 10 sections  Existing

**Middle School Education (fulltime)**  New  
**Secondary Language Skills  (fulltime)**  New  
**Secondary Special Needs  (fulltime)**  New

*Three new fulltime faculty lines will be needed to staff additional required courses to be able to achieve a fulltime/parttime ratio of 70%/30%.*
# Adolescent Certification with Middle Childhood Extension Program

## Implementation Timeline

<table>
<thead>
<tr>
<th>ACTION</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Received departmental approval</td>
<td>December 17, 1999</td>
</tr>
<tr>
<td>Submitted to Dean of the School of Professions for approval</td>
<td>January 6, 2000</td>
</tr>
<tr>
<td>Submitted to Faculty Senate Undergraduate and Graduate Curriculum Committees</td>
<td>February 1, 2000</td>
</tr>
<tr>
<td>Faculty Senate Approval</td>
<td>March 1, 2000</td>
</tr>
<tr>
<td>Submitted to President's Academic Programs Committee</td>
<td>March 15, 2000</td>
</tr>
<tr>
<td>Submitted to Vice President for Academic Affairs and Academic Council</td>
<td>March 22, 2000</td>
</tr>
<tr>
<td>Submitted to President</td>
<td>March 31, 2000</td>
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<tr>
<td>Submitted to State Department of Education</td>
<td>September 1, 2000</td>
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<tr>
<td>State Education department approval</td>
<td>September 2000</td>
</tr>
<tr>
<td>Program presented to entering freshmen &amp; transfer students</td>
<td>Fall semester 2001</td>
</tr>
<tr>
<td>Last acceptance for old programs (for current freshmen 1999-2000 who will be juniors in 2001-2002)</td>
<td>Spring semester 2002</td>
</tr>
<tr>
<td>New program begins</td>
<td></td>
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*com: 1/4/00*
<table>
<thead>
<tr>
<th>Issue</th>
<th>Action Needed</th>
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<tbody>
<tr>
<td>Reframing Psychology course (PHS484/584 Adolescence) to focus on the Adolescent Learner.</td>
<td>Meet with Psychology Department (January 2000)</td>
</tr>
<tr>
<td>Health and Wellness course</td>
<td>Meet with Health Science Department (January 2000)</td>
</tr>
<tr>
<td>Major requirement revisions as appropriate</td>
<td>Meet with appropriate Arts &amp; Science Depts. (Spring 2000)</td>
</tr>
<tr>
<td>Staffing for new courses (search requests for 2001-2002)</td>
<td>Adolescence Committee &amp; Chair (Spring 2000)</td>
</tr>
<tr>
<td>Development of admissions criteria and process, including school experience. Plan for transition from old to new program.</td>
<td>Meet with Career Services regarding BCEC. Adolescence committee (Spring 2000-Fall 2000-Spring 2001)</td>
</tr>
<tr>
<td>Development of new field experience &amp; student teacher relationships.</td>
<td>Adolescence committee, Director of Field Experience (Spring 2000-Fall 2000-Spring 2001)</td>
</tr>
<tr>
<td>Development of syllabi and scheduling new/revised courses.</td>
<td>Adolescence committee (Spring 2000-Fall 2000-Spring 2001)</td>
</tr>
<tr>
<td>Strengthening advisement both on campus and at community colleges.</td>
<td>Meet with admissions and academic advisement staff members, arts &amp; science departments, Chairperson and appropriate faculty (Fall 2000-Spring 2001)</td>
</tr>
<tr>
<td>Development of culminating portfolio requirements and guidelines.</td>
<td>Adolescence committee (Fall 2000-Spring 2001)</td>
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<tr>
<td>Issue</td>
<td>Action Needed</td>
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<td>Revising existing 33 hour M.S. Programs.</td>
<td>Create 33 hour M.S. Revision Committee (Spring 2000-Fall 2000-Spring 2001)</td>
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<td>Strengthening Brockport/public school collaboration and Brockport’s</td>
<td>Discussions with public school educators. (Begin discussions Fall 2000)</td>
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<td>role in professional development for teachers.</td>
<td>Feasibility study. (?)</td>
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<tr>
<td>Exploring possibility of secondary special education extension.</td>
<td>Faculty/School District colloquium (?)</td>
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<tr>
<td>Teachers as moral agents, what constitutes ethical &amp; moral behavior?</td>
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</table>

cem 1/4/00
January 10, 2000

To: Conrad VanVoorst and William Veenis,
Co-Chairs, Adolescent Committee,
Department of Education and Human Development

From: Eileen Daniel,
Chair, Department of Health Science

Re: HLS 301 – Health Behaviors and Wellness

The Department of Health Science currently offers a one credit course: HLS 370 – Drug Education for Teachers to meet the needs of all teacher certification students at SUNY College at Brockport. I understand that your committee is proposing dropping the current requirement and replacing it with a three credit course, HLS 301 – Health Behaviors and Wellness. Our department believes that this course is an excellent and appropriate requirement for all teacher certification students. The course objectives include health behavioral theories, content in nutrition, drug abuse, safety, mental health, family issues, environmental health, stress management and violence prevention, and human sexuality.

While HLS 301 would be an excellent course for all teacher certification students, resource issues must be considered. We offer two sections of HLS 370 each semester and one section in the summer with an annual enrollment of 325. About 90% of the students in this course are in teacher certification programs. We also offer three sections of HLS 301 each semester and one in the summer with a combined enrollment of approximately 200 students. About half of these students are HLS majors, the remaining are students taking this course as an elective. If we restricted non-HLS or education students from taking this course and eliminated HLS 370, we would need at least two additional sections per year. I am hopeful that these adjunct lines would be available to our department.

Please contact me if you have any questions regarding this course. We would need specific implementation dates from your department in order to accommodate your students. We look forward to working with you and your students.

pc: Joseph Mason
To: Mathematics Department

From: Joe Harkin

Re: Report on Adolescent (7-12) Teacher Certification
Meeting on Thursday, November 18, 1999.

Chris Murray and her colleagues in EHD proposed well-conceived outlines of Adolescent (7-12) and Middle Childhood extension (5-9) certification programs conforming to State Education regs. (Attachment #1) Current time-line info requires that submission to Brockport Faculty Senate be targeted for February, 2000, and to the State Education department for April, 2000.

The State Education department mandates have clearly improved the role of the professional core (pedagogy) while maintaining the status of the traditional content of the secondary (adolescent) curriculum. I have observed a substantial interest in the mathematical community in content/pedagogy during the last decade. New technologies are driving the imperative to strengthen the relationships between mathematics content and pedagogy at all levels of K-16.

A model program in Social Studies Adolescent Teacher Preparation (7-12) was shared with us. (Attachment #2) We were a representative group consisting of secondary school teachers/administrators as well as college faculty from the Letters and Sciences. What shall we anticipate in mathematics? The State Education content core mandates that in mathematics we “provide a knowledge base for assisting students in meeting the State Learning Standards for students”. At the undergraduate and graduate levels of mathematics we shall be called on to provide evidence that our programs are meeting content and pedagogical expectations.

It is not clear to me at this time what impact the State Ed regs will have on our graduate program in mathematics. I suggest that we prepare some interdisciplinary links with Computer Science and EHD. State Education is indicating strong support of the Math, Science and Technology movement in the childhood (1-5) and adolescent (7-12) programs. We look to EHD for some vision. I also feel that our current hiring in the mathematics department of a new faculty
position to work with and in the adolescent (7-12) framework is also fortuitous for our NCATE process.

Copies: Science departments
        R. Maggiotto, Dean
        Adolescent committee
TO: Scott Robinson  
Department of Human Education and Human Development

FROM: Larry K. Kline, Chairman  
Biological Sciences Department

DATE: January 31, 2000

RE: Your letter of 1/14/00 requesting support for programs titled:  
Undergraduate Adolescence Teacher Certification with Middle Childhood Extension, and  
Alternate Masters' Adolescence Teacher Certification with Middle Childhood Extension

I have read the outlines for the above programs and have no objections to raise regarding their content. It seems clear to me that the increase in the numbers of credit hours required by both programs are mandated by the State.

Please contact me if you have further questions.
TO: Bill Veenis, Education and Human Development
FROM: Rob DiCarlo, Career Services
SUBJECT: Undergraduate Adolescence Teacher Certification Program
        Alternate Masters' Adolescent Teacher Certification Program
DATE: January 31, 2000

Having reviewed the two proposed programs, in particular Phase One which addresses evidence of experience, I am in support of the two proposed programs.

I would modify the Phase One experience section to read as follows for both programs. I have highlighted the modifications.

"Evidence of forty or more hours experience working in schools with adolescents. (May be met through one or more BSEC credits; the three credit America Reads program that allows students to work in a school setting or community agency, community college coursework, or by letter of verification from a school administrator or teacher)."

If I can provide any additional clarification, please do not hesitate to contact me at x 5422.
To: Bill Veenis, Chris Murray  
   Education and Human Development  
From: David Hale, English Graduate Chair  
Date: Feb. 4, 2000  
Re: Alternate Master's Certification Program in English

The proposal has been discussed by the English Graduate Committee. We have a number of comments and questions, which might or might not be relevant to other fields.

1. Phase One. The rephrasing "appropriate subject area" seems to be an improvement on the existing "acceptable," especially if this means in practice "English."

2. Phases Two/Four. We endorse the increase in liberal arts courses from two to four, especially if this means in practice "English." We have questions about the two Language Skills courses, including the extent to which they do or might dovetail with courses which are or might be taught by English faculty.

3. More generally, the increase from 45 credits to 54 is troubling. We appreciate the imposition of new state requirements, but wonder about the impact of the increase on marketing the program and students’ completing it in a timely manner. Is there some way to reduce or eliminate the increase.  
   We also feel that the presentation of the proposed program should include its context: this is one of four roads to Rome, the others being the M.A. and M.S. degrees for those who have done certification as undergraduates, and the M.A. in English with certification added for those who did not do certification as undergraduates.
January 20, 2000

Dr. William Veenis
Department of Education
& Human Development
319 FOB

Dear Dr. Veenis,

This letter is sent regarding Education & Human Development’s Proposal to offer:

* Undergraduate Adolescence teacher Certification with Middle Childhood Extension.
* Alternate Masters’ Adolescence teacher Certification Programs with Middle Childhood Extension.

Competencies in computer skills will be required and students will use PCs for papers and research using the World Wide Web that will impact on campus computing resources, including hardware and software. Education maintains it’s own lab in C6 Cooper, but upgraded equipment and educational software is anticipated as an on-going need. Resources for a second Education lab should be considered. Academic Computing Services supports the Education and Human Development program in their efforts.

Sincerely,

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

MJO/11
MEMORANDUM

January 25, 2000

To: Bill Veenis
   Education and Human Development

From: Sally Pettit
      Chairperson, Library Collection Development Committee

Re: Program Proposals for the new Undergraduate Adolescence Teacher Certification Programs with Middle Childhood Extension and the new Alternate Masters' Adolescence Teacher Certification Programs with Middle Childhood Extension

Members of the Drake Memorial Library Collection Development Committee have reviewed current library holdings related to your program proposals for both the new Undergraduate Adolescence Teacher Certification Programs and the new Alternate Masters' Adolescence Teacher Certification Programs.

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 23,844. We have 22,711, or 95% of the holdings reported in the 1997 NATC.

The areas we care most about for the purposes of this proposal are theory and practice, child study, secondary education, education and training of teachers, school organization, and special aspects of education as they relate to the adolescent student. You will see in the following table, that some of these areas do need collection building. We will need about 650 volumes to bring us up to the level of the 1997 assessment tool level. At an average cost of $44.48, we will need about $29,000.00 to make up the shortage in these three areas. Education's annual library book and media budget is $11,200. This shortage will be covered by another means.

The Drake Memorial Library Collection Development Committee members support modification in the allocation of NYS Collection Development Grant funds over at least a three 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 regional Inter-Library Loan sharing. Historically we have allocated only 20% of grant funds to education. Over the next three 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. $7,500 each year for 3 years would allow us to make up 78% of the short fall, and develop our collection in areas that will be in great demand as the new NYS education regulations are implemented.
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2326.4-2330 Institutions of higher education
2331.7-2335.8 Teaching personnel
2335.86-2335.885 Trade unions
2335.95-2337 Endowments, trusts, etc.
2337.2-2340.3 Student financial aid
2341-2341.95 Supervision and administration, Business management
2351-2359 Admissions and entrance requirements
2361-2365 Curriculum
2366-2367.75 College examinations
2371-2372 Graduate education
2381-2391 Academic degrees

2799-3060.87 2882 Educational consultants and consulting
2799-2799.3 School administration and organization
2801-3055 Administrative personnel
2831.6-2831.99 Teaching personnel
2832-2844.1 Trade unions
2844.5-2844.63 School management and discipline
3011-3055 Textbooks
3045-3048 Educational tests, measurements, evaluations and examinations
3050-3060.87

3201-3640 442 School architecture and equipment School physical facilities. Campus planning
3202-3325
3401-3495 School hygiene. School health services
3497-3499 Hygiene in universities and colleges
3524-3575 Special days
3602-3640 School life. Student manners and customs

LC 8-6691 4830 Special aspects of education
8-59 Forms of education
8 General works
15 Conversation and culture
25-33 Self-education. Self-culture
37-44.3 Home education
45-45.8 Nonformal education
LC
47-58.7 Private school education
58-58.7 Preparatory schools, Preparatory school education
59 Public school education
65-245 Social aspects of education
65-67.68 Economic aspects of education
68-70 Demographic aspects of education
71-120.4 Education and the state
72-72.5 Academic freedom
107-120.4 Public school question. Secularization.
129-139 Religious instruction in the public schools
142-148.5 Compulsory education
149-161 Attendance. Dropouts
165-182 Literacy. Illiteracy
184-188 Higher education and the state
189-214.53 Taxation of schools and colleges
212-212.863 Educational sociology
212.9-212.93 Discrimination in education
213-214.53 Sex differences in education
215-238.4 Educational equalization. Right to education
222 Community and the school
225-226.7 Schools as community centers
226-226.7 Home and school
230-235 Parent-teacher associations. Home and school associations
237-238.4 College-university and the community
241-245 Foundations, endowments, funds
251-951 Moral and religious education
251-318 Moral education. Character building
321-951 Religion and education. Education under church control
361-629 Christian education. Church education
446-454 Orthodox Eastern Church
461-510 Roman Catholic
531-629 Protestant
701-775 Jewish education
901-915 Islamic education
921-929.7 Buddhist education
951 Other
980-1099.5 Types of education
1001-1024 Humanistic education. Liberal education
1022-1022.25 Computer-assisted education
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<td>Mexican Americans. Mexicans in the United States</td>
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