Resolution #10
2000-2001
FACULTY SENATE

TO: Dr. Paul Yu, College President
FROM: The Faculty Senate Meeting on: December 11, 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: Resolution on Secondary Education Graduate Program Proposal

Signed: ___________________________ Date Sent: ____________
(jennifer lloyd, faculty senate president)

TO: The Faculty Senate
FROM: Dr. Paul Yu, College President
RE: I. Decision and Action Taken on Formal Resolution (circle)
   (a) [ ] Accepted. Effective Date: 1/1/02
   (b) [ ] Deferred for discussion with the Faculty Senate on ____________
   (c) [x] Unacceptable for the reasons contained in the attached explanation

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

DISTRIBUTION: ____________________________

Signed: ____________________________
(Dr. Paul Yu, President of the College)
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 subjects 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.
Become members of professional organizations in their fields of study.

- Demonstrate their ability to apply what they learned in class and develop their teaching skills through a variety of field experiences.
- Develop their professional portfolio that includes their philosophies about education, reflections on their learning experiences, and teacher leadership.
- Research, observe, and learn from others and their own experiences.
- Teachers are role models for their students and make good instructional decisions based on educational and instructional assessment strategies to enhance student progress and inform instruction.
- Teachers are responsible for managing and monitoring student learning.
Alternate Masters' Adolescence Teacher Certification Programs with Middle Childhood Extension Outline
(for individuals with appropriate undergraduate degrees who seek teacher certification)

PROPOSED NEW PROGRAMS

PHASE ONE

Preparation for Content Knowledge,
General Education and Deciding to Teach
Bachelor's degree in appropriate subject area.

Foreign language requirement (equivalent to undergrad general ed 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 BCEC 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>EDI 545</th>
<th>EDI 528</th>
<th>PHS 584</th>
<th>EDI 5xx</th>
<th>Liberal arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Frameworks for Teaching (3 credits)</td>
<td>Middle School Curriculum &amp; Instruction (3 credits) (course has 40 hours middle school field experience)</td>
<td>The Adolescent Learner (3 credits)</td>
<td>Language Skills in Middle &amp; High School Content Areas I (3 credits)</td>
<td>Graduate Letters &amp; Science course (3 credits)*</td>
</tr>
</tbody>
</table>

EXISTING PROGRAMS

Acceptable bachelor's degree.

Foreign language requirement (six credits)

Drug education for teachers (one credit)

NEW STATE REQUIREMENT

EDI 545 Intro. to Teaching Secondary English
EDI xxx Education Elective
PSH 584 Adolescence

Liberal Arts Graduate Letters & Science Course
PROPOSED NEW PROGRAMS

PHASE TWO continued
2nd semester
EDI 565  Teaching English Inclusively (3 credits)
EDI 566  Teaching Mathematics Inclusively
EDI 567  Teaching Science Inclusively
EDI 568  Teaching Social Studies inclusively
          (course has 40 hour inclusion field experience)
EDI 5xx  Secondary Students with Special Needs (3 credits)
EDI 5x5  Language Skills in Middle & High School
          Content Areas II (3 credits)
EDI 530  Education and Society
          (or SOC 512 or HST 5xx)
Liberal arts  Graduate Letters & Science course (3 credits)*

PHASE THREE
Student Teaching Practicum
3rd semester
EDI 575  Practicum in Secondary Education with Seminar (9 credits)
          (5 days/week in schools- 2 placements, )
EDI 665  Creating Positive Learning Environments (3 credits)

EXISTING PROGRAMS

EDI 565  Methods of Teaching Sec. English
EDI 566  Methods of Teaching Sec. Math
EDI 567  Methods of Teaching Sec. Sci.
EDI 568  Methods of Teaching Sec. Soc. St.

NEW STATE REQUIREMENT

NEW STATE REQUIREMENT

EDI 530  Foundations of Education

Liberal arts  Graduate Letters & Science Course

EDI 575  Practicum in Secondary Education
          (9 credits)
EDI 576  Seminar in Secondary Education
### Proposed Programs

**Phase Four**
- Liberal arts: Graduate Letters & Science course (3 credits)*
- Liberal arts: Graduate Letters & Science course (3 credits)*
- EDI 603: Reading Educational Research (3 credits)
- EDI 791: Seminar in Secondary English Education (3 credits)
- EDI 792: Seminar in Secondary Mathematics Education
- EDI 793: Seminar in Secondary Science Education
- EDI 794: Seminar in Secondary Social Studies Education

*Appropriate Letters & Science graduate courses will be jointly determined by Education and Letters & Science faculty. Additionally, new courses jointly taught by Letters & Science faculty and Education faculty may be created to partially fulfill this requirement.*

### Existing Programs

- EDI 645: Reading & Responding to Lit. (eg.)
- EDI 648: Teaching Written Comp. K-12 (eg.)
- EDI 603: Ed. Measurement & Evaluation
- EDI 791: Seminar in English Education

### Table

<table>
<thead>
<tr>
<th>Proposed Certification Required Hours</th>
<th>Existing Certification Required Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate M.S.</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>
Adolescence Certification
Course Descriptions and Regulations

COURSE DESCRIPTIONS

Phase I (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.

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)

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.

[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)

EDI 4/545-9: 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 such topics as individual learning styles, changes in the family structure, social contexts, threats to health and safety, risk behavior in contemporary society, interpersonal relations, and exceptionality. 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.

EDI 4/528: 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 school. Includes 30 hours of field experience in a middle level school, grades 5-9.

EDI 4/56x: 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. Stresses 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.

"The program shall include at least 50 clock hours of field experiences related to coursework prior to student teaching." (p.8)

"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. 15)

For extension or annotation [Brockport] 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

ED 4/5xx: Language Skills in Middle and High School Content Areas II

Builds on students' study in ED 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)

ED 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.

ED 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."

"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)
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:

<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 students per section</td>
</tr>
<tr>
<td>EDI 428/528</td>
<td>Middle School Curriculum</td>
<td>2</td>
<td>25 students per section</td>
</tr>
<tr>
<td>EDI 4xx/5xx</td>
<td>Language Skills I</td>
<td>2</td>
<td>25 students per section</td>
</tr>
<tr>
<td>EDI 474/575</td>
<td>Student Teacher Practicum</td>
<td>8</td>
<td>6-7 students per section</td>
</tr>
<tr>
<td>EDI 565/665</td>
<td>Creating Positive Learning Env.</td>
<td>2</td>
<td>25 students per section</td>
</tr>
<tr>
<td>EDI 46x/56X</td>
<td>Teaching _______ Inclusively</td>
<td>5</td>
<td>12-15 students per section</td>
</tr>
</tbody>
</table>

(presumes separate section for Foreign Language)
<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Students Per Section</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education in the Elementary Classroom (4 sections)</td>
<td>1</td>
<td>15 students</td>
<td>60</td>
</tr>
<tr>
<td>Reading Educational Research</td>
<td>1</td>
<td>25 students</td>
<td>60</td>
</tr>
<tr>
<td>Education and Society</td>
<td>2</td>
<td>25 students</td>
<td>30</td>
</tr>
<tr>
<td>Soc. Students with Special Needs</td>
<td>2</td>
<td>25 students</td>
<td>30</td>
</tr>
<tr>
<td>Language Skills I</td>
<td>2</td>
<td>25 students</td>
<td>60</td>
</tr>
<tr>
<td>Spring Semester Examining Needs</td>
<td>2</td>
<td>25 students</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>240</td>
</tr>
</tbody>
</table>
**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%.