SUNY BROCKPORT
College Senate
State University of New York College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
395-2556 (Fax) 395-2246

TO: Dr. John R. Halstead, College President
FROM: The College Senate
RE: ☐ I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the Fitness of)
    III. Other, For Your Information (Notice, Request, Report, etc.)
SUBJ: Revision of Alternate Adolescence English, Math, Science (Biology, Chemistry, Earth Science & Physics), and Social Studies Graduate Programs #32.06-07 GC

Signed: ____________________________ Date: 2/26/07
(Dr. Jeffrey L. Lathbrooke, 2006-07 College Senate President)

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate President
FROM: College President
RE: ☐ I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted
   • Implementation Effective Date: FALL 2007
   *Date resolution will begin to be used by the College (in spring, fall, when included in catalog, etc.)
   b. Deferred for discussion with the Faculty Senate on ___/___/
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ___/___/
   b. Comment: ____________________________

DISTRIBUTED BY PRESIDENT'S OFFICE TO: President's Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)
Signed: ____________________________ Date: 3/6/07
(Dr. John R. Halstead, President, SUNY College at Brockport)
DEADLINE FOR SUBMISSIONS: FEBRUARY 23
Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:
- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at www.brockport.edu/collegesenate).
- Email proposal and this cover page to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:
Please be somewhat descriptive, for example, Graduate Probation/Dismissal Proposal rather than Graduate Proposal.
Revision of Alternate Adolescence English, Math, Science (Biology, Chemistry, Earth Science & Physics), and Social Studies Graduate Programs

2. BRIEF DESCRIPTION OF PROPOSAL:
Addition of dual certification in special education, addition of core courses consistent with traditional 33 hour graduate programs, total credits increased by six (54 to 60 hours).

3. ANTICIPATED DATE OF IMPLEMENTATION:
Fall, 2007
Enter date this will be effective if passed by the Senate.

4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

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5. SUBMITTED BY: (contact person)

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<th>Name</th>
<th>Department</th>
<th>Phone</th>
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<tr>
<td>Dr. Eileen Daniel</td>
<td>EHD</td>
<td>5505</td>
<td><a href="mailto:edaniel@brockport.edu">edaniel@brockport.edu</a></td>
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6. COMMITTEES TO COPY: (Senate office use only)

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<tr>
<th>Standing Committee</th>
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<td>Committee</td>
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<td>__ Faculty &amp; Professional Staff Policies</td>
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<td>__ General Education &amp; Curriculum Policies</td>
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<td>2/5/07 – vote 2/19/07</td>
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<td>xx Graduate Curriculum &amp; Policies</td>
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<td>2/23/07</td>
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<td>__ Student Policies</td>
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<td>__ Undergraduate Curriculum &amp; Policies</td>
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*(ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)*
MS in Education: Alternate Adolescence Education:  
English, Mathematics, Science (Biology, Chemistry, Earth Science and Physics), Social Studies

SED Program Name: Adolescence Education: English  
Award: MSEd  
IRP Program Code: 26789  
Certificate Area and level: English Language Arts 7-12/Initial and Professional  
English Language Arts 5-6 Extension/Initial and Professional

SED Program Name: Adolescence Education: Mathematics  
Award: MSEd  
IRP Program Code: 26790  
Certificate Area and level: Mathematics 7-12/Initial and Professional  
Mathematics 5-6 Extension/Initial and Professional

Content Area: Biology  
SED Program Name: Adolescence Ed: Bio and Gen Science  
Award: MSEd  
IRP Program Code: 26792  
Certificate Area and level: Biology 7-12/Initial and Professional  
Biology 5-6 Extension/Initial and Professional  
General Science 7-12 Extension/Initial and Professional  
General Science 5-6 Extension/Initial and Professional

Content Area: Chemistry  
SED Program Name: Adolescence Ed: Chem and Gen Science  
Award: MSEd  
IRP Program Code: 26794  
Certificate Area and level: Chemistry 7-12/Initial and Professional  
Chemistry 5-6 Extension/Initial and Professional  
General Science 7-12 Extension/Initial and Professional  
General Science 5-6 Extension/Initial and Professional

Content Area: Earth Science  
SED Program Name: Adolescence Ed: Earth Sci and Gen Science  
Award: MSEd  
IRP Program Code: 26793  
Certificate Area and level: Earth Science 7-12/Initial and Professional  
Earth Science 5-6 Extension/Initial and Professional  
General Science 7-12 Extension/Initial and Professional  
General Science 5-6 Extension/Initial and Professional

Content Area: Physics  
SED Program Name: Adolescence Ed: Physics and Gen Science  
Award: MSEd
Rationale for Program Revision

The Department of Education and Human Development proposes to revise all Alternate Adolescence education graduate programs to align with the revised undergraduate programs and include a common core of courses to be taken by all graduate students seeking professional certification. The alignment with the undergraduate programs includes courses necessary to add an additional certification in Students with Disabilities grades 7-12. Adding this certification will enable teacher candidates to be more competitive in the job market as well as being better able to meet the needs of all students in their classes. The addition of the common core addresses issues of program outcomes, assessment, resource utilization and demand. Core courses serve a broader range of programs. Because they are all numbered 600 or higher, the core courses allow the alternate programs to build in the required 15 credit hours above 600. Further, it is the goal of revised programs to reduce the number of overly small classes to better utilize faculty resources and offer graduate courses on a schedule responsive to student needs.

Revised programs are consistent with the New York State standards for registered programs leading to both the initial and professional certificates found in section 52.21(b) of the Commissioner’s Regulations.

A comparison of the new program to the old program.

The Alternate Adolescence English, Mathematics, Science, and Social Studies Education program will continue to require the following admission prerequisites:
A baccalaureate degree from an accredited four-year college or university with a minimum GPA of 3.0 on a 4.0 scale, and an academic major in English, Mathematics, Biology, Chemistry, Earth Science, Physics, Social Studies or equivalent.

The admission requirement of forty (40) clock hours of verifiable experience with students in schools has been eliminated.

NYS Teacher Certification:
In addition to the current certifications to which this program leads, the revised program would also lead to initial and professional certification in the title area of Students with Disabilities grades 7-12. Students will receive the college endorsement for the following certificates upon completion of the program:

- English Language Arts, Math, Science (Biology, Chemistry, Earth Science & Physics), Social Studies 7-12, Initial Certificate
- English Language Arts, Math, Science (Biology, Chemistry, Earth Science & Physics), Social Studies 5-6 Extension, Initial Certificate
- Students with Disabilities 7-12, Initial Certificate
• English Language Arts, Math, Science(Biology, Chemistry, Earth Science & Physics), Social Studies, 7-12, Professional Certificate
• English Language Arts, Math, Science (Biology, Chemistry, Earth Science & Physics), Social Studies 5-6 Extension, Professional Certificate
• Students with Disabilities 7-12, Professional Certificate

## English/Inclusion

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### Science (Biology, Chemistry, Earth Science, or Physics with option for General Science Extension)/Inclusion

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*Courses may be taken during Phases I-III*

A discussion regarding “Mission”, “Market”, and “Quality”. Specifically address the following issues:

**How does the proposal reflect the campus mission focus?**

The revised program is focused towards providing qualified individuals, already possessing a baccalaureate degree, with a graduate program pathway to adolescence teacher certification in New York State. Emphasis is placed on student learning and preparing teachers with the knowledge necessary to be successful educators of 7-12 students in
New York schools. The revised program includes a new course entitled Diversity in Education. This course explores issues of diversity across race, culture, language, gender, religion, disability, and socioeconomic status, and addresses the philosophy of inclusion and collaboration for students, teachers, families, and communities.

What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

New York State is facing a shortage of adolescence educators certified to teach students with disabilities in grades 7-12. In addition, School Districts desire educators with experience in assessment and who are sensitive to the needs of diverse learners. The revised program includes an updated assessment course (EDI 603) and a newly created course focused on issues of diversity (EDI 601). For persons who already possess a baccalaureate degree, this program allows persons seeking a second career to complete one program toward both initial and professional New York State teacher certification.

How is program quality addressed in this proposal?

All graduate programs in the Department of Education and Human Development will have the same “core courses” including EDI 600 Understanding Educational Research, EDI 603 Assessment, EDI 601 Diversity in Education, and EDI 7XX Seminar in [Content Area] Education. The common core will allow for common assessments across programs and provide comparable data for program improvement. Revised programs will align to NCATE and Specialty Professional Association standards.

Description of the new courses.

See attached. Syllabi for EDI 601, 603 (revised), 647, 513, 514, 519 are included.

Staffing.

Sufficiency of existing staff.

Existing staff will be sufficient for the revised program.

Need for new staff.

No additional staff are necessary at this time.

Additional cost (SUNY).

There are no anticipated additional costs to support these program revisions.

Effective Date (SUNY).

New programs will begin effective fall 2007.

Academic administration commentary. It is strongly recommended that the department consult with the Graduate Dean EARLY in the process.

Letter of review/comment from the Graduate Dean
Letter of review/comment from Dean of the School.
Letter of review/comment from Department Chair.

Resources, facilities, and non-teaching staff needed to implement the program.

Statement of review and comment from Drake Library.
Statement of review and comment from Academic Computing Services.

Letters of support from cooperating departments, agencies, institutions, etc., including a statement of probable/likely impact on departments.
SUNY College at Brockport
Department of Education and Human Development
EDI 603 –Educational Assessment and Evaluation

Instructor's Name
Office Phone
Office Address
Semester
Email
Office Hours:

Course Catalog Description:
Provides an overview of the theory and practice of assessment for teachers. Emphasizes classroom assessment and evaluation practices consistent with the NYS Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Includes assessments used for improving student performance and teaching practice.

Objectives
Upon completion of the course, students will know the following:
- Understand the history and legal, social, political, and ethical issues related to student assessment
- Be familiar with basic statistical and measurement procedures to assist in understanding and interpreting assessments, testing, and test scores, understand and interpret standardized tests and scores
- Be familiar and utilize alternative forms of assessment
- Understand and be able to develop reliable and valid teacher-made assessments
- Make data driven decisions related to curriculum and pedagogy

Rationale
Masters-prepared teachers must understand the complementary nature of the relations among ongoing assessment, data collection, and instructional planning. The experience of using a variety of instructional and assessment strategies, activities, materials and theory creates possibilities for teacher candidates to develop their own pedagogical style and enhance learning among their students. The experience establishes an essential foundation for the subsequent study and use of effective pedagogy and technologies.

Texts and Materials:

Additional Readings will be placed on ANGEL.

Assignments:

Assessment Development Project
Research Paper
Rubric Design
Midterm and Final Exams
Article Review

Attendance Policy:
Students are expected to attend and participate in classes. Students are permitted one unexcused absence without...
penalty. Further unexcused absences will result in 1/3 letter off per absence.

Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one’s fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Drop/Withdrawal Policy: Drop deadline is ____at 5 PM. After this date, you can leave this course during the withdrawal period which runs from____. Students must submit a withdrawal form to the Registrar’s Office. During the late withdrawal period, from ____at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair.

NCATE Conceptual Framework:
Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

"Teacher Candidate coursework in Education courses must be made available for NCATE program reviewers. Student documents (i.e. students in the PK-12 schools), with students’ names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Teacher Candidates should make copies of their work so they will have a record of their learning.

Cell Phone and Electronic Devices Policy: Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in Your Right To Know.

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction</td>
<td></td>
</tr>
</tbody>
</table>
Course Overview

II. History of Assessment in Education  
   Political/Social/Legal/Ethical Issues

II Assessing Instruction  
   Assessment of Students

III Quantitative Statistics  
   Measures of Central Tendency  
   Inferential Statistics

IV. Qualitative Assessment

V. Reliability, Validity, Norms,  
   Sampling

VI. Assessing Students with Diverse Needs

VII Review  
   Midterm Exam

VIII Rubric Development

IX Alternate assessment: Observation

X Portfolio/Work Samples

XI Standardized Testing-Formal Measures  
   Test score interpretation: t score, z score,  
   stanines, percentiles

XII Data driven decisions  
   Pedagogy  
   Curriculum

XIII Outcomes-based Accountability  
   Assessments, Data Reporting Systems

XIV Summary  
   Article Discussion  
   Review  
   Course Evaluation

XV Final Exam

Bibliography Resources


Course Catalog Description

EDI 647: Teaching Adolescence Reading, Writing, and Literature (B) Examines secondary student reading needs and provides a survey of methods, materials, and assessments for developmental and remedial reading instruction. Uses the writing workshop model for teachers to enhance their own writing skills and their teaching of composition. Provides a survey of the major theories of literary interpretation and develops methods for reading and responding to traditional, young adult, and multi-cultural literature. Emphasizes contemporary language arts curriculum content, the New York State Education Standards and assessments, and technological applications that apply to teaching English in secondary schools.

Objectives

(1) To examine and produce effective techniques for teaching reading, writing, and literature.

(2) To review current research and critical issues related to teaching reading, writing, and literature.

(3) To examine the role of state and national standards and assessments in teaching Adolescence English.

(4) To analyze, evaluate, and act on the experiences of the course.

Rationale

Teachers of English in middle and high schools are being challenged to be more effective in their teaching, to meet new standards, and to deal with a range of critical issues related to teaching English. It is important that teachers have a forum for examining the multiple strategies related to effectively teaching the language arts and to achieve a better understanding of their own strengths and needs for improvement.

Texts

Ericson, Teaching Reading in High School English Classrooms, NCTE
Romano, Writing with Passion, Heinemann
Beach, Teaching Literature to Adolescents, Lawrence Erlbaum Associates
The course is designed to present you with a range of learning opportunities, including large and small group activity, discussion, debate, a writing workshop, and applications of the Internet. Completing required assignments and attending and participating in class activities are essential.

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>E</td>
<td>Below 74</td>
</tr>
</tbody>
</table>

**Evaluation:**

Detailed expectations, including the development of rubrics for each of the following required components of the class, will be discussed and finalized as part of the class activity during the initial meetings:

1. **Reading and Responding to Textbook Assignments**
   Following the syllabus schedule for assigned reading, for each assignment you will be asked to submit a one to two page typewritten paper that (a) identifies a significant point(s) made by the author and (b) articulates a possible implication(s) of the point(s) for classroom teaching. There will be a total of ten (10) papers required for this activity.

2. **Effective Writing Lessons and Workshop Activities**
   Following the syllabus schedule for “Effective Lessons,” you will be expected (a) to design and present to the class one lesson for each area---reading, writing, literature---in a typewritten handout for each member of this class, including goals, objectives, standards to be addressed, teaching strategies, materials, accommodations, expected outcomes, and assessments, and (b) to teach an aspect of one of the lessons, actively engaging the class in the writing process.

3. **Critical Issues Presentation**
   Following the syllabus schedule for “Critical Issues,” you are to select one “critical issue” related to teaching adolescence English and in a one to two page typewritten paper (a) identify the issue and why it is critical to teaching today (b) what you believe are some strategies for dealing with the issue, using your own ideas and those from at least five, documented sources in the literature.

4. **Class Participation**
Your attendance, presentations, responses, questions, comments, and any other related contributions are extremely valuable to the effectiveness of the class; credit will be given for making effective, graduate level contributions at each class meeting.

(5) Final Exam/Writing Project..............................................................10%

Based on your personal interest in one or more areas of adolescence English, a culminating project, based on the many elements of this class, will be prepared in a format to be cooperatively determined by you and the instructor.

**Attendance Policy**

The student is responsible for all assigned course work and cannot be absolved of his/her responsibility. When enrolled in a particular course, the student is obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences, excused or not, do not alter this responsibility.

Absences will be excused for (a) documented illnesses, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Excuses for the official representation of the College must be obtained from the official supervising that activity or event.

Students whose unexcused absences exceed 15 percent of the scheduled classes may receive a lowered grade or failure at the instructor’s discretion. Student objections to an application of an instructor’s attendance policy must be pursued through the Attendance Appeals Process.

**Academic Dishonesty Statement**

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**Drop/Withdrawal Policy**

Drop deadline is September 26, 2006 at 5 PM. After this date, you can leave this course during the withdrawal period which runs from 9/27/06-11/03/06. Students must submit a withdrawal form to the Registrar’s Office. During the late withdrawal period, from November 4 through December 1 at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair, Dr. Daniel.
NCATE Conceptual Framework

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

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Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Discuss Syllabus, Expectations, Making Connections, Rubrics, Thinking Skills, Standards</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Finalize Rubrics, Discuss and Select Critical Issues and Teaching Lesson Topics and Dates, Review Reading and Responding Expectations, Discuss Strategies For Building a Community of Learners</td>
<td>Effective Strategies for Building Learning Communities</td>
</tr>
<tr>
<td>9/12</td>
<td>Reading and Responding Critical Issue #1 Effective Lessons #1,#2</td>
<td>Romano, pp.1-54</td>
</tr>
</tbody>
</table>
9/19 Reading and Responding
   Critical Issue #2
   Effective Lessons #3, #4
   Romano, pp. 55-132

9/26 Reading and Responding
   Critical Issue #3
   Effective Lessons #5, #6
   Romano, pp. 133-206

10/3 Goals for Literature,
   Understanding Student Diversity,
   Deciding What to Teach
   Critical Issue #4
   Effective Lessons #7, #8
   Beach, pp. 1-66

10/10 Using Drama for Understanding,
   Classroom Discussions,
   Writing About Literature
   Critical Issue #5
   Writing Lesson #9, #10
   Beach, pp.67-121

10/17 Mid-Term Break: No Class

10/24 Using Narratives,
   Teaching the Classics,
   Multiple Perspectives
   Critical Issue #6
   Effective Lessons #11, #12
   Beach, pp.122-143 and
   pp. 164-195

10/31 Teaching Media Literacy,
   Assessing Student Learning,
   Censorship and Selection
   Critical Issues #7
   Effective Lessons #13, #14
   Beach, pp. 196-255

11/7 Reading Issues in Middle and HS
   Critical Issue #8
   Effective Lessons #15, #16
   Ericson, pp. 1-83

11/14 Reading Strategies in Middle and HS
   Critical Issue #9
   Effective Lessons #17, #18
   Ericson, pp. 84-154
11/21       An English Department Chair’s View

11/28       Discuss Final Projects                  Final Project
           Critical Issue #10
           Effective Lessons #19, #20, #21

12/5        Discuss Final Projects
           Reflections, Evaluation

Bibliography Resources

A Fresh Look at Writing, Graves
In the Middle, Atwell
Clearing the Way, Romano
When Writing Teachers Teach Literature, Young and Fulwiler
Strategies for Teaching Writing, Kirby, Kirby, and Liner
When Kids Can’t Read, What Teachers Can Do, Beers

Current Resources

National Council of Teachers of English (NCTE)
Conference on English Education (CEE)

Classic Resources

Literature Study in the High Schools, Burton
The Teaching of High School English, Hook
Literature As Exploration, Rosenblatt
December 5, 2006

To: Faculty Senate
From: Eileen Daniel,
      Interim Chair,
      Education and Human Development
RE: Revision of Graduate Programs

I fully support the revision of the alternate adolescence programs in English, Math, Science and Social Studies. While there is an increase in credits from 54 to 60, the Department is adding dual certification in special education which will enhance career opportunities and better prepare our teacher candidates to work with all students in their classes.