

Resolution #8, 1982-83

M.S. in Bilingual Education

TO: *#89 attached*
President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on 12/13/82
(Date)

RE: X I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

SUBJECT: M.S. in Bilingual Education

(see attached)



Signed Bill W. Reed Date Sent 12/15/82
(For the Senate)
Bill W. Reed, President, Faculty Senate.....

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date 12/15/82
 - b. Deferred for discussion with the Faculty Senate on _____
 - c. Unacceptable for the reasons contained in the attached explanation.
- II., III. a. Received and acknowledged
- b. Comment:

DISTRIBUTION: Vice Presidents: Smith, Douglas, ... Kelly

Others:

Distribution Date: _____

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

BILINGUAL EXTENSION TO ELEMENTARY EDUCATION CERTIFICATION
an Undergraduate Program

BILINGUAL EXTENSION TO SECONDARY AND SPECIAL SUBJECT CERTIFICATION
an Undergraduate Program

M.S. IN BILINGUAL EDUCATION

Submitted by

Department of Curriculum and Instruction
State University of New York College at Brockport
Brockport, New York 14420

1. Purpose

The purpose of the proposed programs is to provide professional and academic preparation (1) as a means of obtaining a bilingual (Spanish/English) extension to a certificate to teach in the elementary grades or (2) as a means of obtaining a bilingual (Spanish/English) extension to a certificate for teaching an academic subject, a special subject, an occupational subject, reading, or children with handicapping conditions as provided for in the New York State Education Department Requirements for Certification for Teachers of Bilingual Education, Section 80.9.

These programs are presented:

(1) Bilingual extension to Elementary Education Certification.

An undergraduate academic and professional preparation consisting of a 33 credit hour major in Spanish with an interdisciplinary concentration in bilingual multicultural studies which together with existing approved 38 hour elementary education program, (including student teaching) provides work within such an undergraduate program as a means of extending a certificate to teach in elementary grades;

(2) Bilingual extension to Secondary and Special Subject Certification.

An undergraduate academic and professional preparation consisting of an 18 credit hour minor in Spanish with an interdisciplinary concentration in bilingual multicultural studies which, together with meeting existing approved requirements for teaching an academic subject, or a special subject (including student teaching), provides work within such an undergraduate program as a means of extending a certificate to teach those areas;

(3) M.S. in Bilingual Education

A graduate course of study which provides a 33 credit hour program leading to the academic and professional

preparation to satisfy requirements for permanent certification in both areas--the basic teaching certificate and bilingual education.

On June 27, 1980, approval was received from the State Education Department for the registration of the academic programs leading to a major and/or minor in Spanish with an interdisciplinary concentration in bilingual multicultural studies (see Appendix A). This proposal submits the above-mentioned program with an internal revision of one course. The proposal also submits a minor change, involving one course, to the already approved registered certification program in elementary education. All modifications will be explained later in the proposal.

On July 6, 1978, approval was received from the State Education Department for the registration of a concentration in bilingual multicultural education as a supplement to the registered program leading to permanent certification (N-6) and the M.S. in an Education-Elementary degree. This proposal presents that program with several modifications, explained in detail later, as the program to be henceforth identified as M.S. in Bilingual Education.

With the exception of two new courses in the graduate program, all the remaining courses at the graduate and undergraduate levels have been in existence with satisfactory enrollments since the date of the registration of the academic programs. All courses are regular offerings of the institution, listed as currently as possible in the undergraduate and graduate catalogs of the College, and provide no additional strain to existing financial or academic resources of the College.

Offerings of the proposed extension certification programs are used by students in the graduate reading program and the graduate elementary program as electives and by students in undergraduate foreign language programs as meeting both requirements and electives in their programs of study. A proposed certification program in TESOL, to be submitted separately, also utilizes certain programmatic offerings listed in this proposal.

2. Need

In establishing the need for the programs, it is necessary to provide brief history of bilingual multicultural education at SUNYC Brockport. In 1976, the Bilingual Multicultural Education Training Project was funded for three years by the U.S. Office of Education to develop and establish a program to train bilingual (Spanish/English) elementary school teachers and school personnel at the graduate level to meet the specific needs of the City School District of Rochester. Since that time the Project broadened its scope from that of not only providing training at the graduate level to teachers already employed in bilingual programs but also to that of providing training at both graduate and undergraduate levels to persons desiring to be employed in bilingual programs.

To date a total of 155 students have been enrolled in the academic programs (53 having been graduated, 78 currently enrolled in course work, and 32 withdrawing or being dropped for a variety of reasons). Forty-eight of our former students are currently employed as bilingual teachers in the State of New York, four are bilingual teachers in other states, and ten current students are employed as bilingual teachers in the greater Rochester Area. In addition, nine current or former students are teaching in classrooms which contain pupils of limited English proficiency.

The Board of Regents of the State of New York is committed to the encouragement and support of bilingual multicultural education throughout the State. The three areas of greatest concentration of Spanish/English bilingual programs are the New York City-Long Island area, the greater Rochester area, and the greater Buffalo area. SUNYC Brockport draws students from all three areas; the Bilingual Multi-cultural Education Project has been making an effort to recruit students from all three areas for the past year and a half.

It should be noted that SUNYC Brockport is the only institution of higher learning offering bilingual education training to the greater Rochester area. In fact, to our knowledge, SUNYC Brockport is the only public institution in the State, west of Albany, which is proposing to offer the bilingual (Spanish/English) extension certification to all areas and levels as part of an undergraduate program. A private college, D'Youville College, in Buffalo plans to submit a certification proposal to extend bilingual (Spanish/English) to elementary and special education areas only.

At the graduate level, SUNY Buffalo has a program leading to a Ph.D. in Research and Evaluation with a concentration in Bilingual Education and plans to register a certification program, open to all areas and levels, by means of an M. Ed. in Bilingual Education. The latter program should not necessarily offer competition for students with the proposed M. S. in Bilingual Education by SUNY Brockport since graduate students at the Master's level in Western New York have traditionally attended colleges and universities close to their places of residence, and we anticipate continuing to draw our graduate students from the greater Rochester area. The only other bilingual program at the graduate level is one at the very beginning of development at the master's level in special education at SUNY Buffalo.

3. Undergraduate Program: Bilingual Extension to Elementary Education Certification

1. Major in Spanish with the Interdisciplinary Concentration in Bilingual Studies, Option B (approved by the Senate June 1980) 33 hrs.
2. EDI 303 Methods of Teaching Elementary Language Arts (from the approved Elementary Education certification program) 2 hrs.
3. EDI 305 Practicum in Elementary Education (from the approved Elementary Education certification program) modified to include one-half experience in a monolingual classroom and one-half experience in a bilingual classroom.

4. Undergraduate Program: Bilingual Extension to Secondary and Special Subjects Certification

1. Minor in Spanish with the Interdisciplinary Concentration in Bilingual Studies (approved by the Senate June, 1980) 18 hrs.
2. Student Teaching (from the approved certification programs) modified to include one-half experience in a monolingual situation and one-half experience in a bilingual situation.

Graduate Program: M.S. in Bilingual Education (Spanish/English)

In July, 1978, a course of study for a concentration in bilingual and multicultural education as a supplement to the College's registered programs leading to permanent certification (N-6) and the M.S. in Education degree was approved.

As a result of course and program evaluation and needs assessments since the submission of that course of study, certain programmatic modifications were identified and the decision made that the revised program be submitted under the degree of M.S. in Bilingual Education (Spanish/English) to provide the bilingual extension and permanent certification not only to teachers who were certified to teach elementary grades but also to those who were certified to teach an academic subject, a special subject, an occupational subject, reading, or children with handicapping conditions.

The requirements of the M.S. in Bilingual Education (Spanish/English) are presented on pages 25-27 as they meet the State requirements for Bilingual extension certification Section 80.9. The course descriptions are found in Appendix E alphabetically by discipline and in numerical order by course number.

It is recognized that the M.S. in Bilingual Education requires study in more areas than the 15 credit hours identified by Section 80.9 for persons holding a certificate other than in elementary education. However, course evaluation and recommendations from students, teachers, administrators, and community representatives indicated that the more extensive program was preferred.

Graduate Program: M.S. in Bilingual Education (Spanish/English) Requirements*

Certification Requirements (Section 80.9)

- I. Twenty-four hours of collegiate study at an institution with an approved bilingual education program in the following areas:
 - A. History and culture of the group which speaks the other language.
 - B. Foundations in bilingual/bicultural education
 - C. First language teaching
 - D. Second language teaching
 - E. Methodology, materials and evaluation in bilingual education or in the content area in the other language

Program Requirements

- I. Thirty-three hours of collegiate study
 - A. SPN 620 Multiculturalism and the Spanish Speaker in the U.S. - 3 credits
 - B. 1. SPN 626 Bilingual Multicultural Topics - 3 credits
2. EDI 722 Bilingual Multicultural Education Seminars - 3 credits
 - C. Elective by advisement: Any "teaching of language arts" course or language development course - 3 credits
 - D. EDI 628 Teaching English to Speakers of Other Languages - 3 credits
 - E. 1. EDI 603 Educational Measurement and Evaluation - 3 credits,
OR
EDI 685 Education Statistics - 3 credits
2. EDI 521 Teaching the Bilingual Child - 3 credits

* A student who has completed a course at the undergraduate level in the same content as a graduate course required in this program may waive the required graduate course for certification purposes but must substitute an approved elective to meet the degree requirements.

Graduate Program: M.S. in Bilingual Education (Spanish/English) Requirements - cont'd

Certification Requirements (Section 80.9)

Program Requirements

F. Bilingualism (Linguistics)

3. EDI 536 Reading and the Bilingual Child - 3 credits - (for students who have never taken a course in developmental reading),
or
EDI 635 Reading for the Linguistically Different - 3 credits - (for students who have previously completed a course in developmental reading. Note: this course replaces EDI 635 Reading and the Bilingual Child starting in 1983).
- F. 1. SPN 521 Contrastive Phonology English/Spanish - 3 credits
2. SPN 513 Contrastive Grammar English/Spanish - 3 credits
3. EDI 643 Linguistics for Teachers - 3 credits,
or
equivalent linguistics course from other departments

II. Practice

- II. Prerequisite: completion of a college-supervised student teaching experience in bilingual education or co-requisite: EDI XXX Practicum in Bilingual Education - 3 credits.

Graduate Program: M.S. in Bilingual Education (Spanish/English) Requirements - cont'd

Certification Requirements (Section 80.9)

Program Requirements

III. Language Proficiency

- III. Completion of the Department of Foreign Languages adaptation of the FSI exam in English and Spanish at acceptable levels. See pages 12-14 for further information. Note: Satisfactory passing of the state-wide language exams will also meet requirements for the degree. Language proficiency