



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

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Resolution **2017-18 #71UC**
College Senate

Supersedes Res #: _____



TO: Dr. Heidi Macpherson, 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: **Undergraduate Major in History Adolescence Inclusive
(7-12) Education with Grades 5 and 6 Extension** (#64_17-18UC)

Implementation Effective Date**: 8/20/18

Signed: [Signature] Date: 5/4/18
(Sandeep Singh, 2017-18 College Senate President)

Signed: [Signature] Date: 5/7/18
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.**

YES NO

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sandeep Singh, College Senate President

FROM: Dr. Heidi Macpherson, College President

RE: → I. Decision and Action Taken on Formal Resolution (circle choice)

- a. Accepted
b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation.
d. Comments:

Signed: [Signature] Date: 5/15/18
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:

The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: January 31

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office</i> 2017-18	64_17- 18UC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/college_senate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to diamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Undergraduate Major in History Adolescence Social Studies Inclusive (7-12) Education with Grades 5 and 6 Extension

2. **BRIEF DESCRIPTION OF PROPOSAL:**

Proposed program of study would replace current Major in History (Adolescence Inclusive Social Studies Education Track) **and** undergraduate teacher certification program (Adolescence **Inclusive** social studies, 7-12) with new Major in History Adolescence Social Studies Inclusive Education, 7-12.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** NO YES
EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

Proposal is driven by declining enrollment in teacher certification programs not SLO data. Curricula, SLOs, etc. will largely remain the same.

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:**

The proposed majors will help transfer students, who comprise a **majority** of undergraduates in Brockport teacher certification programs – as they will allow us to meet SUNY Seamless Transfer requirements *and* meet NYS financial aid requirements.

6. ANTICIPATED EFFECTIVE DATE:

Fall 2019

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>

8. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Jose R. Torre	History	395-5694	jrtorre@brockport.edu

9. COMMITTEES: (Senate office use only)

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	3/20/2018
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	3/26/2018
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	4/16/2018, 4/30/2018
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	
NOTES:		

Rationale

The landscape for teacher preparation programs in New York State and State University of New York (SUNY) has undergone rapid transformation since 2010. Examples of this include: (1) new SUNY Seamless Transfer requirements (students must be able to finish degrees within 126 credits); (2) the requirement that all NYS teacher preparation programs be accredited by Council for the Accreditation of Educator Preparation (CAEP); (3) new SUNY admissions standards for students in teacher preparation programs such as a 3.0 minimum GPA and testing requirements; (4) new and more robust P-12 standards, student assessments, and teacher evaluations – all of which must inform and be integrated into pre-service teacher education; (5) new, more numerous, more expensive, and more robust college-level teacher certification exams in all content areas (e.g. Teacher Performance Assessment (edTPA), Educating All Students (EAS), and all new Content Specialty Tests (CST)); and (6) new and more robust requirements from the State Education Department (SED) for all teacher education programs.

Becoming a teacher in New York is now more challenging than at any previous time. Fortunately, the labor market for teachers—which dropped substantially during the 2008-09 recession—has rebounded over the past two years, and is now strong. However, another challenge has emerged. Students and their parents are conscious of the cost of a college degree. A corollary to this challenge is that they seek to minimize the time needed to complete degree programs. The College has to be cognizant of this when it revises curriculum or develops new programs.

Referred to as “dual certification,” the extant adolescent education programs of the College require additional coursework, and field experience hours as compared to the single certification programs offered by most other SUNY comprehensive colleges. Nonetheless, we consider dual certification programs may be of high value to many students and are committed to offering them. Indeed, the dual certification would offer an additional avenue for those students who wish to teach a discipline or Students with Disabilities as a Generalist.

Accordingly, we are proposing two new majors in History with Adolescence Social Studies Education, a “single certification” major and a “dual certification” major, both prepare students to teach Social Studies in grades 7 to 12 with extension to teach the subject in grades 5 and 6. This proposal deals with the “dual certification” major. It requires no more than 123 credits, which is 3 credits below the upper-limit imposed by SUNY’s Transfer Path. By giving students the ability to choose, the proposed major will alleviate some of the challenges associated with the extant program, while also improving completion, retention, and recruitment.

Simply put, the major that we are proposing will: (i) prepare students for dual certification in Social Studies and SWD-Generalist and (ii) prepare students for CSTs required for the dual certification.

Importantly, the proposed major meets the requirements concerning SUNY Seamless Transfer. By providing options to students, we will be able to compete effectively with sister institutions who only offer the “non-inclusive” option.

We will follow the best practices within the system to manage all aspects of administering both majors (single cert and dual cert) – including, but not limited to advisement, assessment, accreditation requirements, and recruitment - the responsibilities will be shared equitably between The Department of Education and Human Development and the Department of History.

Current History Curriculum with AISS Certification	Credit hours	GenEd Codes	History Adolescence Social Studies Major (proposed)	Credit hours	Gen Ed Codes
Mandatory Core: HST 201 and 202 – World History HST 211 and 212 – US History	6 6	H/S, O H/S, D	Mandatory Core: HST 201 (H, O) and 202 (S, O) – World History HST 211 (H, D) and 212 (S, D) – US History <i>*100-level HST courses may be substituted, by advisement.</i>	6 6	H/S, O H/S, D
Research Methods: HST 390 Research Methods (Prerequisites: any 3 Mandatory Core courses)	3	Y	Research Methods: HST 390 Research Methods (Prerequisites: any 3 Mandatory Core courses)	3	Y
Area History Courses: European History: <u>one</u> course from the following list: HST 335 The Roman Empire HST 336 Medieval Europe HST 337 Early Modern Europe	3		Area History Courses: European History: <u>one</u> course from the following list: HST 335 The Roman Empire HST 336 Medieval Europe HST 337 Early Modern Europe	3	

<p>History 343: History of the Soviet Union</p> <p>HST 346 Renaissance and Reformation</p> <p>HST 347 Europe's Long 19th Century</p> <p>HST 349 Europe in the 20th Century</p> <p>HST 359 European Women</p>		I	<p>HST 343 History of the Soviet Union</p> <p>HST 346 Renaissance and Reformation</p> <p>HST 347 Europe's Long 19th Century</p> <p>HST 349 Europe in the 20th Century</p> <p>HST 359 European Women</p>	I
<p>Asian History – one course from the following list:</p> <p>HST 361 History of Japan: From Samurai to Godzilla</p> <p>HST 385 Asian Civilizations to 1600</p> <p>HST 386 Opium to Hiroshima</p> <p>HST 487 Asian Survey</p>	3		<p>Asian History – one course from the following list:</p> <p>HST 360 Of Silk and Swords: Great Eurasian Empires</p> <p>HST 361: History of Japan From Samurai to Godzilla</p> <p>HST 385 Asian Civilizations to 1600</p> <p>HST 386 Opium to Hiroshima</p> <p>HST 487 Asian Survey</p>	3
<p>Latin American History – one course from the following list or HST 438 by advisement:</p> <p>HST 375 Born in Blood and Fire: Latin America in the Age of Conquest and Empire</p> <p>HST 376 Modern Latin America</p>	3		<p>Latin American History – <u>one</u> course from the following list:</p> <p>HST 375 Born in Blood and Fire: Latin America in the Age of Conquest and Empire</p> <p>HST 376 Modern Latin America</p> <p>HST 438 Women and Gender in Latin American History</p>	3

<p>African or Middle Eastern History – <u>one</u> course from the following list: AAS 320 Pre-Colonial Africa HST 321 Modern Africa HST 341 Mid East Crisis HST 363 Islam HST 365 Medieval Islamic Civilization</p>	3	I	<p>African or Middle Eastern History – <u>one</u> course from the following list: AAS 320 Pre-Colonial Africa HST 321 Modern Africa HST 341 Mid East Crisis HST 363 Islam HST 365 Medieval Islamic Civilization</p>	3	I
<p>Advanced American History – <u>two</u> courses as follows: HST 420 America, Centennial to Pearl Harbor <u>or</u> HST 421 America Since 1929 <u>and</u> HST 407, 411, 416, 417, 418, 419, <u>or</u> 422, <u>or</u> another approved 400-level US History course</p>	6		<p>Advanced US History (<u>one</u> from each category; at least one must be Research Intensive): HST 420 or HST 421 Another 400-level US History course</p>	6	
<p>EDI 468 Teaching Social Studies Inclusively (from AISS Phase II)</p>	3		<p>One upper-division History elective</p>	3	
<p>Content Core Credit Total</p>	36		<p>Content Core Credit Total</p>	36	

Current Adolescence Inclusive education program	Credit hours	GenEd Codes	Adolescence Certification Courses (proposed)	Credit hours	GenEd Codes
Prefix, number & course title	Credit hours	GenEd Codes	Prefix, number & course title	Credit hours	GenEd Codes
PSH 484: <i>Adolescence</i>	3		EDI 4XX: <i>Adolescent Development</i>	3	
PRO 370: <i>Health & Drug Education</i>	1		EDI 3XX: <i>Classroom Management</i>	1	
EDI 413: <i>Intro to Special Education</i>	3		EDI 413: <i>Intro to Special Education</i>	3	
EDI 431: <i>Language Skills I</i>	3		EDI 431: <i>Language Skills I</i>	3	
EDI 44X**: <i>Inclusive Middle Grades Pedagogy</i> (course varies by content area)	3		EDI 448: <i>Middle Grades Pedagogy</i>	4	
EDI 414**: <i>Special Education Methods</i>	3		EDI 414: <i>Special Education Methods</i>	3	
EDI 432: <i>Language Skills II</i>	3		PRO 4XX: <i>Phase 3 Field Experience</i>	1	
EDI 430: <i>Education and Society</i> or HST 422: <i>History of American Education</i>	3	I, W, Y	EDI 432: <i>Language Skills II</i>	3	
EDI 468: <i>Teaching Upper Grades</i>	3		EDI 430: <i>Education and Society</i>	3	I, W, Y
EDI 419: <i>Assessment in Special Education</i>	3		EDI 468: <i>Teaching Upper Grades</i>	3	
EDI 475: <i>Practicum and Seminar</i>	12		PRO 4XX: <i>Phase 2 Field Experience</i>	1	
			EDI: 419 <i>Assessment in Special Education</i>	3	
			EDI 475: <i>Seminar</i>	3	
			EDI 4XX: <i>Practicum</i>	9	

Modern Language (2 courses): 111-level 112 level	3 3	R R	3 3	Modern Language (2 courses): <u>111-level</u> <u>112 level</u>	3 3	R <u>R</u>
Social Science Distribution (12) One of the following: ECN 100 or ECN 202 ESC 102 PLS 113 One of the following: ANT 301, HST 310, HST 313, SOC 210, or any other course on African-American history or society.	3 3 3 3		3 3 3 3	Social Science Distribution. (12) One of the following: ECN 100 or ECN 202 ESC 102 PLS 113 One of the following: ANT 301, HST 310, HST 313, SOC 210, or any other course on African-American history or society.		
AISS Certification Generalist Courses (19): English (2 courses ENG 112 or above) Mathematics (2 courses, MTH 111 or above) Science (2 courses, at least one with a lab; choose from AST, BIO, CHM, NAS 273, PHS 100 +, ESC 110+, GEL 100, or GEP 115+)	6 6 7	Q M N, L	6 6 7	AISS Certification Generalist Courses (19): English (2 courses ENG 112 or above) Mathematics (2 courses, MTH 111 or above) Science (2 courses, at least one with a lab; choose from AST, BIO, CHM, NAS 273, PHS 100 +, ESC 110+, GEL 100, or GEP 115+)	6 6 7	Q M N, L

Total Pedagogy Core, Generalist Courses & Social Science Distribution Credits	77		Total Pedagogy Core & Social Science Distribution Credits	80	
General Education Credits not included in the content, social science distribution, or pedagogy core courses: GEP 100 Fine Arts (one w/performance)	1 6	F, P	General Education Credits not included in content, social science distribution or pedagogy courses: GEP 100 Fine Arts (one w/performance)	1 6	F, P
Total additional GEP credits	7		Total additional GEP credits	7	
Total of GEP, Content Core, Pedagogy Core, and Social Science Distribution Courses	120		Total of GEP, Content Core, Pedagogy Core, and Social Science Distribution Courses	123	
Electives as needed for GenEds or 120-credit total	0		Electives as needed to reach 120 credits	0	
Total Credit Hours	120		Total Credit Hours	123	

Sample 4-year plan: Major in History with Adolescent Inclusive Social Studies Education

Term 1:					Term 2:				
Course Number & Title	Credits	New	Fulfills		Course Number & Title	Credits	New	Fulfills	
HST 201: Ancient World Seminar	3		H, O (MAJOR)		HST 202: Modern World Seminar	3		O, S (MAJOR)	
HST 211: Seminar in Early America	3		H, D (MAJOR)		HST 212: Seminar in Modern America	3		D, S (MAJOR)	
MTH 112 +	3		M & Math Cognate		ECN (100 OR 202)	3		SSD	
Modern Language 111	3		R		Modern Language 112	3		FL	
GEP 100	1		APS		BIO 111	4		L & Science AISS Cognate	
ENG 112	3		Q & English AISS Cognate						
Term credit total:	16				Term credit total:	16			
Term 3:					Term 4:				
Course Number & Title	Credits	New	Fulfills		Course Number & Title	Credits	New	Fulfills	
HST 390: Research Methods	3		Y		European History	3		HST	
Eng. course	3		AISS Cognate		African or Middle Eastern History	3		HST	
ESC 102	3		SSD		EDI 413	3		CERT.	
MTH 122	3		M & Math Cognate		PLS 113	3		SSD	
AST 203	3		N & Science Cognate		EDI 430	3		EHD (I, W, W)	
Term credit total:	15				Term credit total:	15			
Term 5: Being Phase I Education Courses					Term 6:				
Course Number & Title	Credits	New	Fulfills		Course Number & Title	Credits	New	Fulfills	
HST 420 or 421	3		HST (Research Intensive)		Asian History	3		HST	
EDI 431	3		CERT.		Upper-division HST elective	3		HST (Major)	

EDI 4XX	3	X	CERT. -- Adolescent Development	EDI 468 (50 hr. FE)	4	CERT.
EDI 448 (50 hr. FE)	4		CERT.	EDI 432	3	CERT.
Fine Arts	3		F/P	Fine Arts	3	F/P
Term credit total:	16			EDI 3xx	1	EHD Classroom Management
Term 7:				Term credit total:	17	
Term 8:						
Course Number & Title	Credits	New	Fulfills	Course Number & Title	Credits	New Fulfills
400-level US History elective	3		HST (Major Req.)	EDI 475	3	CERT. -- Student teaching
Latin American History	3		HST	EDI 4XX: Practicum	9	
Anthro/Hst/Soc/AAS	3		SSD			
EDI 414 (50 hr. FE)	4		EHD			
EDI 419	3		EHD			
Term credit total:	16			Term credit total:	12	

[Credit max - 126]	GEP, SSD, & ADOLESCENCE CERTIFICATION CREDITS = 87
	HISTORY CREDITS = 36
	Total Credits = 123

Conclusion

The challenges facing teacher preparation have affected all programs involved in preparing students for the certification process, this includes disciplines as well as departments of Education. The labor market for teachers – which declined substantially during the 2008-09 recession – has begun to show sign of renewed strength; NYS Labor Department estimates 8,450 openings for teachers annually (New York State Department of Labor, 2014), and demand is predicted to increase 5.8% by 2022 (TeachNY, 2016). Undergraduate enrollment in Brockport teacher certification programs, which declined with the jobs market (from 233.7 FTEs in 2011 to 149.7 FTEs in 2015, a drop of 36% in five years (v. a 40% decline statewide), has not yet returned. Opening new avenues for students seeking certification, advising students well and allowing them to select the credentials that suit their career goals, and thus allowing them to focus on the certificate title or titles that they have chosen will give our programs maximum flexibility as we seek to take advantage of this marginal improvement in demand.

