

College Senate  
State University of New York College at Brockport  
350 New Campus Drive  
Brockport, NY 14420-2925  
Tel: 395-2586 (Fax) 395-2246

TO: Dr. John R. Halstead, College President  
FROM: The College Senate: *February 19, 2007*  
RE: ⇨ I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: ***Childhood Literacy Program – Course Substitution: Move from Full-time Cohort Model to Part-time #21 06-07 GC***

Signed: *Jeffrey T. Lasbroek* Date: *2/23/07*  
(Dr. Jeffrey T. Lasbroek, 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. (i.e. 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: *John R. Halstead* Date: *3/6/07*  
(Dr. John R. Halstead, President, SUNY College at Brockport)

**DEADLINE FOR SUBMISSIONS: FEBRUARY 23**

Proposals received after the deadline may not be reviewed until next semester.

**INSTRUCTIONS:**

- Submit proposals individually rather than packets including multiple documents.
- Complete this cover page for each proposal (available online at [www.brockport.edu/collegesenate](http://www.brockport.edu/collegesenate))
- Prepare proposal in Word format using committee guidelines (available online)
- Submit proposal electronically with this cover page to [senate@brockport.edu](mailto:senate@brockport.edu), [facprez@brockport.edu](mailto:facprez@brockport.edu)
- All updates must be resubmitted to the Senate office with an updated cover page, use 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*.

Department of Education and Human Development (EHD): **Childhood Literacy** Program-Course **Substitution Proposal**; Move from full time cohort model to part-time.

**2. BRIEF DESCRIPTION OF PROPOSAL:**

- 1. Two elective courses are being substituted with EDI 741-Literacy Practicum II and EDI 601-Diversity in Education. Also, EDI 734, Literacy Seminar, is being replaced with EDI 600, an existing educational research design course common across all EHD programs.**
- 2. The program is moving from a full time cohort model to a part time program.**

**3. SUBMISSION & REVISION DATES: PLEASE DATE ALL UPDATED DOCUMENTS**

First Submission	Updated on	Updated on	Updated on
11/7/06 (recd 11/16/06)			

**4. SUBMITTED BY: (contact person)**

Name	Department	Phone	Email
Dr. Amy Barnhill	EHD	5945	abarnhil@brockport.edu

**5. COMMITTEES TO COPY: (Senate office use only)**

Standing Committee	Forwarded To	Date
<input type="checkbox"/> Enrollment Planning & Policies	Committee Chair	11/17/06
<input type="checkbox"/> Faculty & Professional Staff Policies	Executive Committee	1/29/07
<input type="checkbox"/> General Education & Curriculum Policies	Senate Floor	2/5/07 – Vote 2/19/07
<b>XX Graduate Curriculum &amp; Policies</b>	College President	
<input type="checkbox"/> Student Policies	Other	
<input type="checkbox"/> Undergraduate Curriculum & Policies		

\*(ROUTING NUMBER WILL BE A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY COMMITTEE INITIALS)

## MS in Education: Childhood Literacy

**SED Program Name:** Childhood Literacy  
**Award:** MSEd  
**IRP Program Code:** 26689  
**Certificate Area and level:** Literacy Birth-6/ Initial and Professional

### Rationale for Program Revision

The Department of Education and Human Development proposes to revise graduate programs within the Department to include a common core of courses which will be taken by graduate students seeking professional certification. The creation of a common core addresses issues of program outcomes, assessment, resource utilization and demand. Core courses serve a broader range of programs. 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. The M.S. Ed. In Childhood Literacy Program will include two of the core courses, EDI 600 –Understanding Educational Research and EDI 601 –Diversity in Education.

Revised programs are consistent with the New York State standards for registered programs found in section 52.21(b) of the Commissioner’s Regulations. There is no change in the total credit hours.

#### 1. A comparison of the new program to the old program

##### 1. *The Literacy 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 a valid NYS initial or provisional certificate in Early Childhood; Early Childhood/Inclusion; Childhood; Childhood/Inclusion.

##### 2. NYS Teacher Certification:

There are no changes with respect to the NYS teaching certificate for which this program is registered to lead. Admitted students holding Early Childhood; Early Childhood/Inclusion; Childhood; or Childhood/Inclusion initial certificates will receive the College endorsement for initial and professional certification in literacy upon program completion.

Side-by side comparison:

Current Program	Proposed Program
The Childhood Literacy Programs requires approximately a 14-month commitment to full-time study. Students are admitted during the spring application period, begin the program in the summer, engage in full-time study the following fall and spring semesters, and complete the last two courses during the second summer. The Degree leads to NYS certification as a Literacy Birth-Grade 6 teacher. It will also meet the state's professional certification education requirement for teachers with provisional/initial certification.	The Childhood Literacy Program is designed to be completed on a part-time basis. Students are admitted during the spring application period, begin the program in the summer, engage in part-time study and summer internships. The Degree leads to NYS certification as a Literacy Birth-Grade 6 teacher. It will also meet the state's professional certification education requirement for teachers with provisional/initial certification.

Current	Credits	Proposed	Credits
EDI 730 –Literacy Assessment	3	EDI 730 –Literacy Assessment	3
EDI 731 –Adv Dev Lit Instruction	3	EDI 731 –Adv Dev Lit Instruction	3
<b>EDI 734 –Literacy Sem I</b>	<b>3</b>	<b>EDI 600 –Understanding Educational Research</b>	3
EDI 739 –Language Arts	3	EDI 739 –Language Arts	3
EDI 735 –Emerg Lang	3	EDI 735 –Emerg Lang	3
EDI 736 –Literacy Sem II	3	EDI 736 –Literacy Seminar	3
EDI 738 –Read, Writing in Content Area	3	EDI 738 –Read, Writing in Content Area	3
EDI 634 –Teaching Reading/Special Needs	3	EDI 634 –Teaching Reading/Special Needs	3
EDI 732 Clinical Diagnosis	3	EDI 732 –Clinical Diagnosis	3
EDI 733-Literacy Practicum	3	EDI 740 –Literacy Practicum I	3
<b>Elective</b>	<b>3</b>	<b>EDI 601 –Diversity in Education</b>	<b>3</b>
<b>Elective</b>	<b>3</b>	<b>EDI 741 –Literacy Practicum II</b>	<b>3</b>
Total Credits	36	Total Credits	36

## 2. Mission, Market and Quality

- a. Mission: The revised program is focused towards providing a professional graduate education for qualified applicants. Emphasis is placed on student learning and preparing teachers with the knowledge necessary to be successful educators of P-12 students in New York schools. The revised program includes a new course entitled EDI 601-Diversity Issues. 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 at an advanced level.

- b. Market: New York State requires teachers to complete a master's degree program within five-years of receiving their initial teaching certificate. School Districts desire educators with experience in assessment and who are sensitive to the needs of diverse learners. Offering a part-time program model will make this program more attractive to practicing teachers.

The potential clientele would include students with initial certification in Early Childhood; Early Childhood/Inclusion; Childhood; and Childhood/Inclusion. Competition in the area is limited to Nazareth College, St. John Fisher, Roberts Wesleyan, and SUNY Geneseo.

- c. Quality: All graduate programs in the Department of Education and Human Development will have "core courses" including EDI 600- Reading Educational Research and EDI 601- Diversity Issues. The common core of courses will allow for consistent assessments across programs and provide comparable data for program improvement. Revised programs will better align to the College's Professional Education Unit's Conceptual Framework (NCATE standards) and Specialty Professional Association standards. Also, the part-time program will likely attract practicing teachers who will bring their experiences into the program and their new knowledge and skills back to their classrooms.

3. Description of new courses

- EDI 600 –Understanding Educational Research replaces EDI 734. . Syllabus Attached.
- EDI 601 –Diversity in Education replaces an elective. Syllabus Attached.

4. Staffing

- a. Existing staff will teach all the courses.
- b. No new staff will be needed.

5. *Additional cost (SUNY).*

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

6. *Effective Date (SUNY).*

New programs will begin effective summer 2007.

7. Academic administration commentary

- a. Letter of review/comment from Dean of School  
*Attached*
- b. Letter of review/comment from Department Chair  
*Attached*

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

a. **Statement of review and comment from Drake Library**

**N/A**

b. **Statement of review and comment from Academic Computing  
Services**

**N/A**

9. Letters of support from cooperating departments, agencies, institutions, etc. including a statement of probable/likely impact on departments

N/A

**EDI 600 Understanding Educational Research**  
**Department of Education and Human Development**  
**Spring 2006**

Dr. Lynae Sakshaug

Phone: 395.5554

Office Hours: MTh 1:30 – 3 PM, M 5:30 – 6 PM in classroom, and by appointment

Office: 288 Faculty Office Building

E-Mail: lsakshau@brockport.edu

### **I. 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.

Student coursework in Education courses must be made available for NCATE program reviewers. Student documents, with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have a record of their learning.

### **Key Elements of the Conceptual Framework for the Childhood MS Program**

- Knowledge is both individually and socially constructed.
- Learning takes place through immersion in overlapping communities.
- Breadth and depth of knowledge are critical for good learning and teaching.
- Pedagogical concepts and skills are organized into continuous strands across the certification programs.
- Teachers will further develop the skills and dispositions to support the learning and development of all children.
- The learning community is committed to understanding and valuing sociocultural diversity and social demographic diversity.
- Teachers will develop the skills and dispositions to support the learning and development of all children grades 1 through 6. The program has a strong commitment to the preparation of teachers who are knowledgeable about sociocultural and social demographic diversity, and with the needs of children with disabilities, and who are able to provide developmentally and culturally appropriate service to all of the children with whom they work.
- Through their own individual and joint inquiry and reflections, teachers will enhance their ability to assess the value of learning experiences and environments that support children's individual and joint inquiry and reflections.
- Through their active research in their own classrooms, teachers will become skilled members of diverse educational research communities.
- Teachers will revisit and elaborate on their knowledge, skills, and perspectives. Work will be inquiry-based, with a strong emphasis on reflection and self-assessment.

### **II. Course Description**

Students will learn about qualitative and quantitative methods of doing research in education and will examine action research. Students will do this through examination of action research that pertains to their own teaching and their action research interests. As a component of this course, students will do an action research project related to their discipline. Students will formulate their own action research question for possible use with their

project/thesis and develop a literature review for the question, including an evaluation of the research that they are reading.

This course is designed to help students continue to develop a research-based understanding of learning and teaching. There are two reasons for this focus. The first reason is that students will develop a greater understanding of educational research and its impact on teaching and learning. The second is that students will be thinking about their project/thesis as they are involved in doing other coursework. This should help them link their project/thesis to what they are learning in the program. As a result, students should be able to finish in a more timely fashion.

### **III. Course Objectives and Outcomes:**

Students will have opportunities to:

- A. Construct understanding of research paradigms, designs, and methodologies used in educational research.
- B. Develop understandings and skills necessary for understanding, analyzing, interpreting, and critiquing educational research.
- C. Develop skills necessary for synthesizing educational research related to a chosen topic.
- D. Examine the complex relationships among research, theory, politics, policy, and practice.
- E. Refine understandings of social constructivist theory.
- F. Examine assessment strategies as a form of inquiry.
- G. Develop understandings and skills necessary for engaging in teacher research.

### **IV. Course Topics**

Rather than moving in a linear fashion from one topic to the next, the objectives outlined in the preceding section will be threads that run throughout the course.

- A. Research paradigms, designs, and methodologies used in educational research: Naturalistic and positivistic paradigms; qualitative and quantitative designs and related methodologies and tools.
- B. Understandings and skills necessary for understanding, analyzing, interpreting, and critiquing educational research: Goodness of fit among research questions, design, methods, data sources, data collection and analysis, findings, interpretations, and claims; trustworthiness; contextualizing studies in the larger body of research literature.
- C. Skills for synthesizing educational research related to a chosen topic: Searching strategies, organizing and synthesizing ideas and info.; crafting literature reviews.
- D. Complex relationships among research, theory, politics, policy, and practice: Theoretical bases of research; impact of research on educational policies and practices; the politicization of educational research.
- E. Social constructivist theory: Major theoretical tenets; social constructivist theory as the basis for teacher research; relationship among social constructivist theory, teacher research, and pedagogical practices; role of theory in understanding student learning.
- F. Assessment strategies as a form of inquiry: Contextualized, inquiry-based assessments
- G. Teacher research: Power of teacher research; theoretical and practical foundations; finding questions, research design, ethics, data collection tools, analytical strategies, sharing what we learn, taking action. Impact of teacher research on educational policies and practices. Identifying/defining project/thesis topic and questions; proposal process. Institutional Review Board.

### **V. Instructional Methods and Activities:**

Large and small group focused discussions.

Presentations by professor and class members.

Collaborative engagements focused on a range of research tools and strategies.

## VI. Evaluation and Grade Assignments:

<i>Grade</i>	<i>Level of Accomplishment</i>	<i>Percentage / Point Range</i>
A	Highest level of work	95-100
A-		90-94
B+		87-89
B	Average work	83-86
B-		80-82
C+		77-79
C	Lowest passing grade	73-76
E		72 and below

**Teacher Research Project: (60 pts.)** Design, implementation, and report of an investigation in your classroom or other educational setting. Includes a literature review. See detailed project handout.

**Presentations: 4/24/06 & 5/1/06 (10 pts.);**

**Paper due 5/6/06 (30 pts.). See handout for in-process due dates.**

**Assessment Pilot Project: (10 pts.)** Design and conduct an inquiry-based assessment with a school-age child. See detailed project handout. **Paper and presentation due: 3/27/06.**

**Annotated Bibliography: (10 pts.)** Students will read two of their research papers and write three paragraphs about each. Included in the bibliography will be a summary of the research paper, connections to social constructivism, and connections to the student's action research. **Due: 2/27/06**

**Reflective letters: (2 @ 5 pts. ea.: 10 pts.)** Students will reflect on their experiences and learning at two points in the semester. See detailed assignment handout. **Due: 1/30/06 and 5/6/06.**

**Article Reviews: (2 @ 10 pts. ea.: 20 pts.)** Students will select and critique two educational research articles, one grounded in a positivist paradigm, and one grounded in a naturalistic paradigm. See detailed assignment handout. **Due: 3/6/06 & 4/10/06**

**Meaningful contributions to class (10 pts.):** Learning occurs best in a nurturing community. In order to create our community of learners, we each need to share responsibilities for ongoing class routines, such as food (if we decide to have it), sharing literature and other resources that address our topics of investigation, sharing our learning, etc. To that end, it is expected that each class member will be involved in the following:

Food: If we decide to have food, we will each take a turn bringing a light snack to share.

Regular attendance and active participation: Your learning--as well as the learning of the rest of us--depends on your active participation (both in class and as a member of the class listserv). See evaluation sheet: to be completed by both candidate and instructors at mid-term and end of semester. See attendance policy in the Policy section of the syllabus.

Discussions: The Hubbard and Power text, as well as other assigned readings, will form the basis of our discussions each week. Prepare for these discussions in a way that is meaningful for you: writing notes in the margins of the texts, using post-its to mark passages, or writing reflective journal entries. In some cases, you will be asked to write reflective responses to selected readings.

Homework assignments: Small assignments related to weekly topics and research process.

Self-evaluations: **Due 3/20/06 and 5/6/06**, see handout for guidelines

Other: As developed by class members.

## VII. Required Text:

Hubbard, R. & Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. (revised edition). Portsmouth, NH: Heinemann

Additional readings:

Assigned articles available through course ANGEL site and as handouts  
Articles/books related to your area of inquiry

Recommended

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington, D.C.: Author. (You are required to use APA style appropriately in all of your work.)

**VIII. Course Policies**

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.

When in doubt about plagiarism, paraphrasing, quoting, etc., consult the course instructor. If you use work from the Internet, books, journals or other sources you must acknowledge the source. You will fail the assignment if you do not do so. Use APA style for all written work. Instances of academic dishonesty will be reported to the Dean.

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Student with Disabilities makes this determination. Please contact the Office for Students with Disabilities at (585) 395-5409 or [osdoffic@brockport.edu](mailto:osdoffic@brockport.edu) to inquire about obtaining an official letter to the course instructor detailing any 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.

Add/Drop/Withdrawal Policy: Add period is 8/29-9/6; late add is from 9/7-9/16. Unregistered students will not be permitted to remain in class. Drop deadline is September 27, 2005 at 5 PM. After this date, you can leave this course during the withdrawal period which runs from 9/28/05-11/04/05. Students must submit a withdrawal form to the Registrar's Office. During the late withdrawal period, from November 5 through December 2 at 5 PM, students may withdraw for extraordinary, documented circumstances only by permission of the department chair, Dr. Daniel.

It is absolutely critical that teachers be able to communicate clearly, both orally and through written language. I expect that your written work will demonstrate control over the conventions of written language. I expect that you will carefully edit your papers before you hand them in to me. I will hand back papers, unread, if it is obvious to me that proofreading or editing was not done or was done poorly.

All work is due at the beginning of class on the date assigned. If you experience a problem, be proactive and speak to the instructor. Late papers / projects will be penalized 10% per day. All assignments must be completed and turned in to pass the course. No extra credit assignments will be given.

Your learning--as well as the learning of the rest of us--depends on your active participation. Show your respect for your peers by arriving promptly. Regular attendance is absolutely critical. If you must miss class for an

excused absence it is your responsibility to notify the instructor and make arrangements to make up missed work. After one unexcused absence, your final course grade will be lowered by one level for each unexcused absence (e.g. B to B-). See the Your Right to Know for a description of excused absences. Tardiness will be considered a factor in assessing attendance.

To demonstrate respect for the members of the learning community, all cell phones and pagers must be turned off (or set to vibrate) during the class session and meetings with the instructor. Please do not answer cell phones during class or meetings.

All class policies follow those outlined in the college information and policy manual, Your Right to Know. You should have received a copy of this publication; if not, be sure to obtain one at the Office of Academic Advisement, first floor of the Rakov Center

## IX. Bibliography

### A. Contemporary References 1998 to Present

Arhar, J., Holly, M. & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road.* Upper Saddle River, NJ: Merrill Prentice Hall.

Ball, D. (2002). What do we believe about teacher learning and how can we learn with and from our beliefs? In *Proceedings of the Annual Meeting [of the] North American Chapter of the International Group for the Psychology of Mathematics Education.*

Ballenger, C. (1998). *Teaching other people's children: Literacy and learning in a bilingual classroom.* New York: Teachers College Press.

Compton-Lilly, C. (2004). *Confronting racism, poverty, and power: Classroom strategies to change the world.* Portsmouth, NH: Heinemann.

Gallas, K. (2003). *Imagination and literacy: A teacher's search for the heart of learning.* New York: Teachers College Press.

Freire, P. (1998). *Teachers as cultural workers: letters to those who dare to teach.* Boulder, CO: Westview Press.

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy and civic courage.* New York: Rowan & Littlefield.

**Henderson, M., Hunt, S., & Wester, C. (1999) Action research: a survey of AACTE-member institutions. *Education, 119 (4), 663 – 667.***

Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher-researchers.* York: ME: Stenhouse Publishers.

**Lach, T. & Sakshaug, L. (2002) The Role of Playing Games in Developing Algebraic Reasoning, Spatial Sense, and Problem Solving, *FOCUS on Learning Problems in Mathematics.***

Lappan, G., Fey, J., Fitzgerald, W., Friel, S., & Phillips, E. (1998). *Connected Mathematics,* Menlo Park, CA: Dale Seymour Publications.

McIntyre, E., Rosebery, A. & González, N. (2001). Classroom diversity: Connecting curriculum to students' lives. Portsmouth, NH: Heinemann.

Merriam, S. (1998). *Qualitative research and case study applications in education.* San Francisco, CA: Jossey-Bass.

Merriam, S. (2002). *Qualitative research in practice: Examples for discussion and analysis.* San Francisco, CA: Jossey-Bass.

Mills, G. (2003). *Action research: A guide for the teacher researcher.* (2nd ed.). Upper

Saddle River, NJ: Prentice Hall.

- Moore, R. (2004). *Classroom research for teachers: A practical guide*. Norwood, MA: Christopher Gordon Publishers.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education*. New York: Addison Wesley Longman.
- Ronald, K. & Roskelly, H. (2001) Untested feasibility: Imagining the pragmatic possibility of Paulo Freire. *College English*, 63 (5), 612 – 632.
- Salkind, N. (2000). *Exploring research. (4th ed.)* Upper Saddle River, NJ: Prentice Hall.
- Stringer, E. (2004). *Action research in education*. Upper Saddle River, NJ: Prentice Hall.
- Wink, J. & Putney, L. (2002). *A vision of Vygotsky*. Boston, MA: Allyn and Bacon.

## B. Classic References Prior to 1998

- Berk, L. & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington D.C.: NAEYC.
- Bogdan, R. & Biklen, S. (1992). *Qualitative research for education: An introduction to theory and method*. Boston: Allyn & Bacon
- Cochran-Smith, M. & Lytle, S. (1993). *Inside / outside: Teacher research and knowledge*. New York: Teachers College Press.
- Denzin, N.K. & Lincoln, Y.S. (eds.). (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Duckworth, E. (1996). *The having of wonderful ideas. (2nd ed.)*. New York: Teachers College Press.
- Eisner, E.W. (1991). *The enlightened eye: Qualitative inquiry and educational practice*. Old Tappan, NJ: Macmillan.
- Ferrini-Mundy, J. (1997). Reform efforts in mathematics education: reckoning with the realities. In *Reflecting on Our Work: NSF Teacher Enhancement in K-6 Mathematics*, 113 – 132. Ed: Friel, S. & Bright, G. Lanham, MD: University Press of America.
- Forman, E., Minick, N. & Stone, C. (Eds.). (1993). *Contexts for learning: Sociocultural dynamics in children's development*. New York: Oxford University Press.
- Fosnot, C. (1996). *Constructivism: Theory, perspectives, and practice*. New York: Teachers College Press.
- Fosnot, C. (1989). *Enquiring teachers, enquiring learners*. New York: Teachers College Press.
- Glaser, G. B. & Strauss, A.L. (1966). *The discovery of grounded theory*. Chicago, IL: Aldine.
- Goodman, Y. (1996). *Notes from a kidwatcher*. Portsmouth, NH: Heinemann.
- Habermas, J. (1984) *The theory of communicative action: Reason and the rationalization of society*. Boston: Bacon Press.**
- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.
- Loucks-Horsley, S. (1997) Teacher change: staff development, and systemic change: reflections from the eye of a paradigm shift. In *Reflecting on Our Work: NSF Teacher Enhancement in K-6 Mathematics*, 133 - 149. Ed: Friel, S. & Bright, G. Lanham, MD: University Press of America.
- Moll, L. (Ed.). (1992). *Vygotsky and education : Instructional implications and applications of sociohistorical psychology*. Cambridge: Cambridge University Press.
- Nespor, J. (1987) The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19(4). 317 – 328.

- Patterson, L., Santa, C., Short, K. & Smith, K. (Eds.). (1993). *Teachers are researchers: Reflection and action*. Newark, DE: International Reading Association.
- Schiro, M. (1992) Educators' perceptions of the changes in their curriculum belief systems over time. *Journal of Curriculum and Supervision*, 7 (3), 250 – 286.
- Schon, D. (1987). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. (1986). *Thought and language*. A. Kozulin (Ed.). Cambridge, MA: MIT Press.
- Watson, D., Burke, C. & Harste, J. (1989). *Whole language: Inquiring voices*. New York: Scholastic.
- Wertsch, J. (1997). *Mind as action*. Oxford: Oxford University Press.
- Wertsch, J. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge: Harvard University Press.

### C. Key Journals and Websites

Childhood Education

Early Childhood Research Quarterly

Elementary School Journal

International Journal of Education and  
the Arts

Journal for Research in Mathematics  
Education

Journal of Early Childhood Literacy

Language Arts

Mathematical Learning and Teaching

Phi Delta Kappan

Reading Research Quarterly

The Reading Teacher

Theory into Practice

Teacher Research at George Mason Univ.

<http://gse.gmu.edu/research/tr/>

Teacher Research Links

<http://education.ucsc.edu/faculty/gwells/networks/links.html>

National Association for Multicultural Education

<http://www.nameorg.org/nameorg.org/>

Networks: An On-Line Journal for Teacher Research

<http://education.ucsc.edu/faculty/gwells/networks/>

Teacher Research at Deer Park School

<http://www.fcps.k12.va.us/DeerParkES/TR/tchrch.htm>

Center for Research on Education, Diversity and Excellence

<http://www.crede.ucsc.edu/>

International Reading Association

<http://www.ira.org>

National Council for the Social Studies

<http://www.ncss.org/>

National Council of Teachers of English

<http://www.ncte.org/>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

National Science Teachers Association

<http://www.nsta.org/>

New York State Education Department

<http://www.nysed.gov/>

Rethinking Schools

<http://www.rethinkingschools.org/>

Teaching Tolerance (a project of the Southern Poverty Law Center)

<http://www.splcenter.org/teachingtolerance/tt-index.html>

X. **Course Schedule:** Updated course schedules will be distributed every 3 to 4 weeks. Note that all due dates for major assignments are listed in section VI of this syllabus.

**EDI 601**  
**Diversity in Education in a Pluralistic Society**

Instructor's Name  
Office Phone  
Office Address

Term  
Email  
Office Hours:

Course Catalog Description

Engages students in critical examination, grounded in historical, philosophical, theoretical, and legal frameworks, of issues of diversity, including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion as applied to education in a pluralistic democracy. Exploration of identity construction, family systems, power, privilege, oppression, and implications for our work as teachers, and for children's and families experiences within a variety of inclusive educational settings.

Rationale

Diversity, broadly defined, includes issues of including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion. Diversity in the nation's schools is both an opportunity and a challenge. The nation is enriched by the diversity among its citizens and within its schools. However, whenever diverse groups interact, inter-group tension, stereotypes, and institutionalized discrimination develop. Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance.

(from the Multicultural Education Consensus Panel, 2001)

Every child comes to school with an identity, whether these identifications are conscious or unconscious. Grounded in the understanding that various, diverse identities are a positive contributing factor to education and a reflection of the world in which we live and work, teachers must recognize and respect all children's and families identities.

This identification must be recognized and respected by the teacher. It must be the basis for the learning activities in the classroom. The point here is to acknowledge differences rather than ignore them. It is equally critical that the children recognize and appreciate their own ethnicity and learn to appreciate those of the other children in the class. This recognition of individual identities is the beginning point, it is a connector of both the teacher to the student and the students to each other. It is the basic building block in the learning process which requires knowing where the child is relative to him/herself and the content to be addressed. (Groski, 2000 based on Banks, 1988, p.43 notion of multiple identities).

Through critical reflection on our own praxis we can create a shared sense of purpose and a new vision towards the achievement of all students, regardless of race, gender, culture, language, disability, religion, socio-economic status, ability and ethnicity in order to affect and change current practices. Constructing understandings of family systems and structures, alongside such an understanding of sociocultural diversity can position teachers to respect diverse families and collaborate effectively with those families to meet the needs of all children

Multicultural education is an idea, an educational reform movement, and a process (Banks, 1997). As an idea,

multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a society and within the nation's classrooms. Multicultural education is a process because its goals are ideals that teachers and administrators should constantly strive to achieve.

### Course Objectives

Students will have opportunities to:

- A. Examine how we are socio-culturally situated; implications for teaching and learning.
- B. Examine how racial, ethnic, language, cultural, class, gender, sexual orientation, ability and religious identity is constructed; implications for teaching and learning.
- C. Examine how law and public policy interface with educational systems and classrooms.
- D. Construct understanding of diverse family systems and explore ways of becoming allies to diverse children and families.
- E. Construct understanding of continuum of multicultural education models.

### Course Topics:

- A. How are we socioculturally situated? What are implications for how we experience the world?
- B. How are our multiple identities constructed? How do we construct the identities of those we perceive to be “other”? What are implications for teaching and learning?
- C. How do institutional structures impact the educational experiences of children, families, and teachers through law and public policy? What are multiple and overlapping forms of power?
- D. How might educators learn from and collaborate with diverse families?
- E. What are various models of multi-cultural education? How might we draw on these in our own practice?

### 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.

Student coursework in Education courses must be made available for NCATE program reviewers. Student documents, with students' names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have a record of their learning.

### Texts and Materials:

Course instructors will choose from among current texts such as the following:

Banks, J. & Bank, C. (2006). *Multicultural education: Issues and perspectives*. (6<sup>th</sup> ed.). Hoboken, NJ: Wiley.

Brown, S. & Kysilka, M., (2002). *Applying multi-cultural and global concepts in the classroom and*

beyond. Boston, MA: Allyn & Bacon.

Howard, G. (1999). *We can't teach what we don't know*. New York: Teachers College Press.

Johnson, A. (2001). *Privilege, power, and difference* (2<sup>nd</sup> ed.). Boston: Mayfield Publishing Co.

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education*. (4<sup>th</sup> ed.). Boston: Allyn & Bacon.

Trumbull, E., Rothstein-Fisch, C., Greenfield, P., Quiroz, B. (2001). *Bridging cultures between home and school: A guide for teachers*. Mahwah, NJ: Lawrence Erlbaum.

[Articles Assigned by the Instructor](#)

TBA

Grading and Evaluation:

See Assignments

Attendance Policy: TBA

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.

Language

We respectfully request that all members of this course adhere to the usage of "People First Language" as mandated by Individuals with Disabilities Education Act '97. Treatment of persons with disabilities requires awareness of the person first, rather than the disability. Therefore, the language referring to "A student with disabilities" is necessary and desirable, rather than "A disabled student."

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](mailto: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.

Add/Drop/Withdrawal Policy:

TBD

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*.

### Assignments

1. Journal article analyses and reflections
2. Book circle presentations
3. Sociocultural identity paper
4. Action project
5. Critical examination of classroom environments, curricula and curricular materials, pedagogical strategies, assessment tools and strategies
6. Interviews
7. Cross cultural events attendance & reflection
8. Journals
9. Examinations
10. Web discussion board

### Class Schedule

Week	Topic	Readings
1	Introduction	TBD
2	How are we socio-culturally situated?	
3	Implications for how we experience the world	
4.	Construction of multiple identities	
5.	Implication for teaching and learning	
6.	Impact of institutional structures on educational experiences of children, families and teachers	
7.	Review and midterm exam	
8.	Learning and collaborating with diverse families	
9.	Models of multi-cultural education	
10.	Implementation of multi-cultural models	
11	Implementation	
12.	Presentations	
13.	Presentation	
14.	Review, course evaluation, reflection	
15.	Final exam	

### Current Resources

Apple, M. (1999). *Power, meaning and identity: Essays in critical education*. New York: Peter Lang.

Arnot, M. (2002). *Reproducing gender? Essays on educational theory and feminist politics*. London: Routledge/Falmer.

- Banks, J. (2007). *Diversity and citizenship education: Global perspectives*. Hoboken, NJ: Wiley.
- Banks, J. & Banks, C. (2003). *Handbook of research on multicultural education*. Hoboken, NJ: Wiley.
- Carrington, V. (2002). *New times, new families*. Dordrecht: Kluwer Academic.
- Compton-Lilly, C. (2004). *Confronting racism, poverty, and power: Classroom strategies to change the world*. Portsmouth, NH: Heinemann.
- Delpit, L. (ed.). (2002). *The skin that we speak: Thoughts on language and culture in the classroom*. New York: The New Press.
- Grant, C. & Sleeter, C. (2006). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability*. (4<sup>th</sup> ed.). Hoboken, NJ: Wiley.
- Kroth, R.L., & Edge, D. (1997). *Strategies for Communicating with Parents and Families of Exceptional Children* (3<sup>rd</sup> ed.). Denver, CO: Love.
- Letts, W. J. & Sears, J. T. (eds.) (1999). *Queering elementary education: Advancing the dialogue about sexualities and schooling*. Lanham, MD: Rowman & Littlefield.
- Maurer, S. (1997). Struggling with the Definitional Issue: A State Level Perspective. *Education and Training in Mental Retardation and Developmental Disabilities*, 32,191-193
- Reschly, D.J. (1997). Utility of Individual Ability Measures and Public Policy Choices for the 21<sup>st</sup> Century. *School Psychology Review*, 26, 234-241.
- Sapon-Shevin, M. (1998). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Prentice Hall
- Sleeter, C. & Grant, C. (2006). *Making choices for multicultural education: Five approaches to race, class and gender*. (6<sup>th</sup> ed.). Hoboken, NJ: Wiley.
- U.S. Department of Education (1998). *Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Government Printing Office.
- Vavrus, M. (2002). *Transforming the multicultural education of teachers: Theory, research, and practice*. New York: Teachers College Press.

### Classic Resources

- Bhaba, H. (1994). *The location of culture*. London: Routledge.
- Bourdieu, P. (1986). The forms of capital. In J.G. Richardson (ed.) *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press.
- Butler, J. (1993). *Bodies that matter: On the discursive limits of "sex"*. New York: Routledge.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. NY: The New Press.

Dyson, A.H. (1997). *What difference does difference make? Teacher reflections on diversity, literacy, and the urban primary school*. Urbana, IL: NCTE.

Epstein, D. (ed.) (1994). *Challenging lesbian and gay inequalities in education*. Buckingham, UK: Open University Press.

Hamill, D.D. (1993). A Timely Definition of Learning Disabilities. *Family and Community Health*, 16(3), 1-8.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge, UK: Cambridge University Press.

Paley, V. (1995). *Kwanzaa and me: A teacher's story*. Cambridge, MA: Harvard University Press.

Polakow, V. (1993). *Lives on the edge: Single mothers and their children in the other America*. Chicago, IL: University of Chicago Press.

Ruiz, N.T. (1995) The Social Construction of Ability and Disability: I. Profile Types of Latino Children Identified as language learning Disabled. *Journal of Learning Disabilities*, 28, 476-490.

Simpson, R.L. (1996). *Working with Parents Families of Exceptional Children and Youth: Techniques for Successful Conferencing and Collaboration* (3<sup>rd</sup> ed.) Austin, TX: Pro-Ed.

Smith, J.D. (1997). Mental Retardation as an Educational Construct: Time for a New Shared View? *Education and Training in Mental Retardation and Developmental Disabilities*, 32, 167-173.

Spring, J. (1994). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York: McGraw Hill.

#### Key Journals

**Need to add to this list**

*American Annals of the Deaf*

*American Journal of Mental Deficiency*

*Annals of Dyslexia*

*Anthropology and Education Quarterly*

*Child Development*

*Contemporary Issues in Early Childhood*

*Disability Studies Quarterly*

*Early Childhood Research Quarterly*

*Exceptional Children*

*Exceptional Parent*

*Family Process*

*Family Relations*

*Gifted Child Quarterly*

*Intervention in School and Clinic*

*Journal of American Association of Mental Retardation*

*Journal of Applied Behavioral Analysis*  
*Journal of Early Intervention*  
*Journal of Learning Disabilities*  
*Journal of Special Education*  
*Learning*  
*Multicultural Perspectives*  
*Remedial and Special Education*  
*Rethinking Schools*  
*Review of Disability Studies*  
*Special Education Report*  
*Teaching Exceptional Children*  
*Teaching Tolerance*  
*Theory into Practice*

#### Key Websites

#### **Need to add to this list –and alphabetize**

Learning Disabilities Association of America  
<http://www.nyasp.org>

The Big Pages of Special Education Links  
<http://www.inclusiondaily.com>

National Information Center for Children and Youth with Disabilities  
<http://www.nichcy.org>

National Center for Learning Disabilities  
<http://www.nclld.org>

The American Speech-Language-Hearing Association  
<http://www.asha.org>

The Association for Persons with Severe Handicaps  
<http://www.tash.org>

The Council for Exceptional Children  
<http://www.cec.sped.org>

The National Organization of and for People with Mental Retardation and Related Developmental Disabilities  
<http://www.theac.org>

Special Needs Link  
<http://www.specialneeds.com>

The Iris Project at Vanderbilt University  
<http://www.iris.peabody.edu>

Association for Childhood Education International

<http://www.udel.edu/bateman/acei/>

Center for Law and Education

<http://cleweb.org/>

Children's Defense Fund

<http://www.childrensdefense.org/>

Children First: National PTA

<http://www.pta.org/index.stm>

Comprehensive Center-VI Forum

<http://www.wcer.wisc.edu/ccvi/>

Culturally and Linguistically Appropriate Services, Early Childhood Research Institute

<http://clas.uiuc.edu/>

Family Education Network

<http://familyeducation.com/home/>

Improving America's School Act

<http://www.ed.gov/legislation/ESEA>

Harvard Family Research Project

<http://gseweb.harvard.edu/~hfrp/>

National Association for the Education of Young Children <http://www.naeyc.org/default.htm>

National Association for Multicultural Education

<http://www.nameorg.org/>

National Council on Family Relations

<http://www.ncfr.org>

*National Coalition for Parent Involvement in Education (NCPIE) <http://www.ncpie.org/start.shtml>*

The National Network of Partnership Schools

<http://www.csos.jhu.edu/p2000>

National Parent Information Network

<http://ericps.ed.uiuc.edu/npin/index.html>

NCREL Parent and Family Involvement

<http://www.ncrel.org/sdrs/areas/pa0cont.htm>

NCREL Parent Involvement Database of Promising Practices

<http://www.ncrel.org/sdrs/pidata/pi0over.htm>

Partnership for Family Involvement in Education

<http://pfie.ed.gov/>

Resilience Net

<http://resilnet.uiuc.edu/>

Southern Poverty Law Center

<http://www.splcenter.org/>

Strong Families, Strong Schools

<http://eric-web.tc.columbia.edu/families/strong>

Teaching Tolerance

<http://www.teachingtolerance.org>

November 14, 2006

To: College Senate

From: Eileen Daniel,  
Interim Chair,  
Department of Education and Human Development

RE: Childhood Literacy Program

I support, without any hesitation, the changes in the Childhood Literacy Program. These include the following:

- Substituting two required courses for electives:
  - ❖ EDI 601- Diversity in Education
  - ❖ EDI 741 –Literacy Practicum I I (an existing course)
- Movement from a full-time cohort model to a part-time program

The following documents are attached:

- Syllabus for EDI 600; 600

TO: Faculty Senate  
FROM: Dean Christine Murray  
RE: MSED Childhood Literacy program revisions  
DATE: November 13, 2006

I am in full support of the proposed program changes for the MSED Childhood Literacy program. These changes will better align the program with the other MSED programs in education. Offering the program on a part-time basis will be very attractive to prospective students most of whom are practicing teachers.