

SUNY BROCKPORT

Faculty Senate
State University of New York
College at Brockport
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**Resolution #10
2000-2001
FACULTY SENATE**

TO: Dr. Paul Yu, College President
FROM: The Faculty Senate Meeting on: *December 11, 2000*
RE: X I. Formal Resolution (*Act of Determination*)
 II. Recommendation (*Urging the Fitness of*)
 III. Other, For your Information (*Notice, Request, Report, etc.*)

SUBJ: *Resolution on Secondary Education Graduate Program Proposal*

Signed: *Jennifer Lloyd* Date Sent: *1/7/01*
(Jennifer Lloyd, Faculty Senate President)



TO: The Faculty Senate
FROM: Dr. Paul Yu, College President
RE: I. Decision and Action Taken on Formal Resolution (circle)
a. Accepted. Effective Date: *9/1/01*
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: *Administrative Group*

Distribution Date: *2/1/01* Signed: *Paul Yu*
(Dr. Paul Yu, President of the College)

Secondary Education Program Conceptual Framework

The Secondary Education program at SUNY College at Brockport is committed to the preparation of highly qualified teachers of grades 7 through 12. All prospective teachers who graduate from this program will be expected to have pedagogical content knowledge in their field of study and be able to support the needs of all learners in their classes. This program includes an extension to provide special professional preparation for middle school teaching. The basis for our conceptual framework are the National Board for Professional Teaching Standards (NBPTS). These certification standards provide guidelines for what constitutes professional teaching at an advanced level.

The NBPTS core propositions, along with specific aspects of our program in meeting these guidelines, are as follows:

1. *Teachers are committed to students and their learning.*
Teachers recognize individual differences, have an understanding of how students develop and learn, and treat students equitably. Brockport graduates will:
 - Investigate the physical, social, emotional, intellectual, and moral development of the adolescent student.
 - Integrate self-understanding and the understanding of others into an effective style of group leadership.
 - Develop plans of instruction that use reading and writing to teach content to all students, including those with special needs.
2. *Teachers know the subjects they teach and how to teach those subjects to students.*
Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines. They have knowledge of how to convey the subject to students using multiple strategies and representations. Brockport graduates will:
 - Demonstrate knowledge of the content and methods of the discipline in coursework and performance on the LAST and CST.
 - Create lesson plans that reflect a working knowledge of the New York State Standards and the National Standards in their subject area.
 - Develop interdisciplinary units of study at both the middle school and high school levels.
 - Have experience using technology to improve teaching and learning.
 - Demonstrate knowledge of teaching methods that are research-based.

3. *Teachers are responsible for managing and monitoring student learning.*
Teachers call on multiple methods to meet their goals, orchestrate learning in group settings, and assess student progress. Brockport graduates will:
 - Create learning environments that actively engage students in higher level thinking
 - Demonstrate an understanding of how to use alternative assessment strategies to evaluate student progress and inform instruction.
4. *Teachers think systematically about their practice and learn from experience.*
Teachers are reflective practitioners who test their judgments and make good instructional decisions based on educational research, advice from others, and their own experiences. Brockport graduates will:
 - Create professional portfolios that include their philosophical beliefs about education, reflections on their learning experiences, and original creations based on some area of research in their field of study.
 - Demonstrate their ability to apply what they learned in classes and develop their teaching skills through a variety of field experiences.
5. *Teachers are members of learning communities.*
Teachers contribute to school effectiveness by collaborating with other professionals, parents, and the community. Brockport graduates will:
 - Deepen their understanding of the role of education in society and the role of educational leadership in change efforts
 - Collaborate with colleagues, college faculty, and school faculty on curriculum and instruction projects to improve teaching and learning
 - Become members of professional organizations in their fields of study.

**Alternate Masters' Adolescence Teacher Certification Programs with Middle Childhood Extension Outline
(for individuals with appropriate undergraduate degrees who seek teacher certification)**

EXISTING PROGRAMS

PHASE ONE

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

Acceptable bachelor's degree.

PHASE TWO

Foreign language requirement (equivalent to undergrad general ed requirement).
Health and Wellness (three semester hours)
Evidence of **forty** or more hours experience working in schools with adolescents. (May be met through a one credit BCEC experience, community college coursework, or by letter of verification from a school administrator or teacher.)

Foreign language requirement (six credits)

Drug education for teachers (one credit)

NEW

PHASE ONE

Preparation for Teaching
1st semester
EDI 545

EDI 545 Intro. to Teaching Secondary English

EDI xxx Education Elective

PSH 584 Adolescence

NEW STATE REQUIREMENT

Liberal Arts Graduate Letters & Science Course

PHASE TWO

Preparation for Teaching
2nd semester
EDI 528

Frameworks for Teaching (3 credits)

Middle School Curriculum & Instruction (3 credits
(course has 40 hours middle school field experience)

The Adolescent Learner (3 credits)

Language Skills in Middle & High School
Content Areas I (3 credits)

Graduate Letters & Science course (3 credits)*

PROPOSED NEW PROGRAMS

PHASE TWO continued

2nd semester

EDJ 565 Teaching English Inclusively (3 credits)
 EDJ 566 Teaching Mathematics Inclusively
 EDJ 567 Teaching Science Inclusively
 EDJ 568 Teaching Social Studies Inclusively
 (course has 40 hour inclusion field experience)

EDJ 5xx Secondary Students with Special Needs (3 credits)

EDJ 5xx Language Skills in Middle & High School
 Content Areas II (3 credits)

EDJ 530 Education and Society
 (or SOC 512 or HST 5xx)

Liberal arts Graduate Letters & Science course (3 credits)*

PHASE THREE

Student Teaching Practicum

3rd semester

EDJ 575 Practicum in Secondary Education with Seminar (9 credits)
 (5 days/week in schools- 2 placements,)

EDJ 665 Creating Positive Learning Environments (3 credits)

EXISTING PROGRAMS

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

NEW STATE REQUIREMENT

NEW STATE REQUIREMENT

EDJ 530 Foundations of Education

Liberal arts Graduate Letters & Science Course

EDJ 575 Practicum in Secondary Education
 (9 credits)

EDJ 576 Seminar in Secondary Education

PROPOSED PROGRAMS		EXISTING PROGRAMS	
PHASE FOUR	Completed prior to professional cert.	Completed prior to permanent cert.	
Liberal arts	Graduate Letters & Science course (3 credits)*	EDI 645	Reading & Responding to Lit. (eg.)
Liberal arts	Graduate Letters & Science course (3 credits)*	EDI 648	Teaching Written Comp. K-12 (eg.)
EDI 603	Reading Educational Research (3 credits)	EDI 603	Ed. Measurement & Evaluation
EDI 791	Seminar in Secondary English Education (3 credits)	EDI 791	Seminar in English Education
EDI 792	Seminar in Secondary Mathematics Education		
EDI 793	Seminar in Secondary Science Education		
EDI 794	Seminar in Secondary Social Studies Education (Culminating experience will include a professional portfolio completed during this seminar.)		

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

Proposed Certification Required Hours **Existing Certification Required Hours**

Alternate M.S. 54

45

**Adolescence Certification
Course Descriptions and Regulations**

COURSE DESCRIPTIONS

Phase I (Freshman to Mid-Junior Years)

Complete academic major, co-requisite, and general education courses or BS degree.

Foreign language requirement (equivalent of six credits).

Health Behaviors and Wellness (three semester hours) – under discussion.

REGULATIONS

"a major or its equivalent in one of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12 in meeting the State Learning Standards for students." (p.14)

BC/EC Experience

Evidence of 40 or more hours of supervised field experience working in schools with Adolescents. Provides early experience for purpose of helping students to make a decision about teaching.

[Brockport] will ensure that prospective teachers receive academic preparation of high quality, equivalent to that of students in other fields, including breadth and depth of knowledge in the content area(s) of the certificate and a general education in the liberal arts and sciences.

Phase II (Fall/Spring Semester)

EDI 4/545-9: Frameworks for Teaching

Introduces students to the methods and strategies involved in the teaching of a middle and high school subject, including English, math, science, social studies, and second language. Begins the students' exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Requires students to practice teaching lessons they've designed and be reflective about their own and others' lessons. Focuses on students' ability to work collaboratively as members of teams. Provides opportunities for students to clarify their goals in pursuit of a teaching career and requires them to construct a personal statement of educational philosophy.

PSH 4/584: The Adolescent Learner

Investigates the physical, social, emotional, intellectual, and moral developmental period of early adolescence as it differs from later adolescence. Includes such topics as individual learning styles, changes in the family structure, social contexts, threats to health and safety, risk behavior in contemporary society, interpersonal relations, and exceptionality. Explores communication models and the knowledge and skills related to conferencing with students, parents, and others. Integrates self-understanding and the understanding of others into an effective style of group leadership.

EDI 4/528: Middle School Curriculum and Instruction

Introduces teachers to middle school philosophy and organization, including the rationale for and function of: interdisciplinary teams, teacher-based guidance programs, flexible grouping and scheduling programs. Focuses on the implications of developmental characteristics for effective instructional strategies. Provides opportunities for the development of interdisciplinary curriculum. Examines current practices and controversial issues in middle grade schools. *Includes 30 hours of field experience in a middle level school, grades 5-9.*

EDI 4/511: Language Skills in Middle and High School Content Areas I

Focuses on the notion that reading and listening for meaning are critical to thinking about and learning content knowledge in all disciplines of study in middle and high schools. Stresses the development of these language skills in early and later adolescence and examines the individual differences among learners and multiple approaches and strategies that may be used to improve students' thinking and learning.

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

"human development processes and variations" (such as the impact of culture, socioeconomic level, home factors) and "the processes of growth and development in adolescence". (p. 6 and p. 15)

For extension or annotation [Brockport] shall prescribe additional study and 5 days of field experience and 20 days of college-supervised student teaching or practicum in the area.

For Middle Childhood Education Specialist Certificate, a major or its equivalent in English, a language other than English, biology, chemistry, earth science, physics, math, or history. Childhood Education Generalist Certificate, a major, concentration or its equivalent in one or more of the liberal arts and sciences which shall ensure that the graduate has a knowledge base for teaching the subject (s). Pedagogical core shall include processes of growth and development in middle childhood and how to provide learning experiences including interdisciplinary experiences, and conduct assessment reflecting understanding of processes.

"language acquisition and literacy development by native English speakers and students who are English language learners – and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study." (p. 6)

COURSE DESCRIPTIONS

Requires an analysis of reading and listening skills and abilities essential to successful learning in the disciplines that are taught in the middle and high schools. Identifies the successful strategies teachers and others have used to be effective readers and listeners and uses these as bridges to the construction of instructional units that improve performance.

Phase II (Fall/Spring Semester)

ED1 4/565: Teaching English Inclusively

ED1 4/566: Teaching Mathematics Inclusively

ED1 4/567: Teaching Science Inclusively

ED1 4/568: Teaching Social Studies Inclusively

ED1 4/569: Teaching Second Language Inclusively

Prerequisite: 1st Semester Courses

Focuses on inclusive teaching strategies in the content areas, including lesson planning, instruction, and assessment.

Emphasizes secondary curriculum content and the New York State Education Standards as well as technological applications that apply to teaching and learning. Requires students to take an active role in becoming a reflective practitioner, working on personal portfolio, and reading research articles. *Includes 30 hours of field experience in a high school inclusion classroom, grades 9-12.*

ED1 4/511x: Secondary Students with Special Needs

Prerequisite: Completion of 1st semester courses in Phase II.

Examines the social, educational, and personal implications of human exceptionality. Explores issues and concerns related to the identification and evaluation of exceptional individuals. Explores ways to modify curriculum and instruction to meet the needs of a range of students, including inclusive and well as gifted and talented. Emphasizes the historical, legal, and instructional issues related to educating students who learn differently.

REGULATIONS

[50 hours of field experience.]

"learning processes, motivation, communication, and classroom management - and skill in applying those understandings to stimulate and sustain student interest." (p.6)

"the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning behavior - and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities." (p.6)

"uses of technology; including instructional and assistive technology - and skill in using technology and teaching students to use technology." (p.7)

"curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities - and skill in designing and offering differentiated instruction..." (p.7)

COURSE DESCRIPTIONS

REGULATIONS

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

Builds on students' study in EDI 645. Explores the notion that writing and speaking are fundamental to thinking about and learning content knowledge in all disciplines of study. Achieves an understanding of not only the teachers' own speaking and writing processes but also of the kinds of experiences that help students write and speak with an authentic voice, develop a high degree of fluency, and produce writing and verbal presentations of consequence. Covers the following areas: using writing and verbal presentations to create and explore thinking, to make learning personal, to get ready to learn, to exercise intellectual independence, to wonder, to struggle with difficult learning, and to engage the imagination in learning.

XXX : Course in Academic Discipline

Phase III (Spring Semester)

EDI 4/575: Practicum in Secondary Education with Seminar

Prerequisite: Completion of Phase II Courses

Examines strategies to establish and maintain positive classroom learning environments. Emphasizes reflection on practice, effective use of class time, understanding group dynamics, and interpreting student actions in classrooms.

EDI 4/5xx: Creating Positive Learning Environments

Prerequisite: Completion of Phase II Courses.

Examines strategies to establish and maintain positive classroom learning environments. Emphasizes reflection on practice, effective use of class time, understanding group dynamics, and interpreting student actions in classrooms.

For master's, at least 12 semester hours in content area of initial certification, a related area, or in study of pedagogical content knowledge that is jointly taught by faculties of content area and education, study in a different developmental level or study for an extension or annotation.

Field experience and student teaching will "provide candidates with experiences in a variety of communities and across the range of student developmental levels, an opportunity for practicing skills for interacting with parents/caregivers, an opportunity to work in high need schools, and an opportunity to work with socioeconomically disadvantaged students, students who are English language learners, and students with disabilities." (p.8)

"The program shall include at least two college-supervised student-teaching experiences (grades 7-9 and grades 10-12) of at least twenty school days each." (p. 8 and p. 15)

"means for identifying and reporting suspected child abuse, which shall include at least two clock hours of coursework, and means for instructing students for the purpose of preventing child abduction, tobacco and drug abuse, providing safety education, and instruction in fire and arson prevention." (p. 7)

COURSE DESCRIPTIONS

Phase IV (Final Semesters)

XXX: Course in Academic Discipline

XXX: Course in Academic Discipline

EDI 603: Reading Educational Research

Prepares graduate students for reading and research in their fields of interest as well as helping them understand testing and evaluation of their own students. Explores topics from both quantitative and qualitative methods of research and how they complement each other. Provides a survey of practices in educational measurement and evaluation, test and not-test measurement, basic statistical procedures, test score interpretation, data analysis, and decision making.

EDI 791 Seminar in Secondary English Education

EDI 792 Seminar in Secondary Mathematics Education

EDI 793 Seminar in Secondary Science Education

EDI 794 Seminar in Secondary Social Studies Education

REGULATIONS

Professional Certification

Three years to complete masters' degree for professional certification (currently five years)

"formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice..." (p. 7)

"history, philosophy, and role of education, the rights and responsibilities of teachers and professional staff, students, parents, and others and the importance of productive relationships... – and skill in fostering effective relationships to support student learning, including skill in resolving conflicts." (p. 7)

**Adolescence Teacher Certification Programs with Middle Childhood Extension
Department of Education and Human Development Staffing Needs**

The staffing needs outlined below reflect the following assumptions:

1. The program will be offered with a new cohort beginning fall and spring semesters.
2. Courses will be sequenced, coursework in semesters 1 and 2 are prerequisites for the student teaching practicum, semester 3.
3. Fifty (50) students, including undergraduates and graduates, can be admitted into the program each semester.
4. Class size will be 25 students in most classes, with the exception of EDI 46X/56X (Teaching _____ Inclusively), and EDI 79X (Seminar in _____ Education). These courses will be organized as seminars and will have 12-15 students.
5. The faculty supervisor/student teacher ratio will be 1:6/7 with the practicum seminar included as part of the faculty obligation.
6. Full-time faculty course load for tenure track faculty is 3 courses per semester.
7. No more than 30% of the program should be staffed with adjunct faculty.
8. Twelve hours of liberal arts credit are required in the alternate masters' programs which will affect demand for graduate courses in Letters and Science.
9. Psychology Dept will teach PSH 484/584 (The Adolescent Learner), class size will be 25 students.

Fall Semester Staffing Needs:

EDI 445/545	Frameworks for Teaching	2 sections @ 25 students per section
EDI 428/528	Middle School Curriculum	2 sections @ 25 students per section
EDI 4xx/5xx	Language Skills I	2 sections @ 25 students per section
EDI 474/575	Student Teacher Practicum	8 sections @ 6-7 students per section
EDI 565/665	Creating Positive Learning Env.	2 sections @ 25 students per section
EDI 46x/56X	Teaching _____ Inclusively	5 sections @ 12-15 students per section (presumes separate section for Foreign Language)

EDI 4xx/5xx	Language Skills II	2 sections @ 25 students per section
EDI 4xx/5xx	Sec. Students with Special Needs	2 sections @ 25 students per section
EDI 430/530	Education and Society	2 sections @ 25 students per section
EDI 603	Reading Educational Research	1 section @ 25 students per section
EDI 79x	Seminar in _____ Education	4 sections @ 12-15 students per section.

TOTAL 32 sections/ 10.6 full time faculty lines or equivalent

Spring Semester Staffing Needs:

EDI 445/545	Frameworks for Teaching	2 sections @ 25 students per section
EDI 428/528	Middle School Curriculum	2 sections @ 25 students per section
EDI 4xx/5xx	Language Skills I	2 sections @ 25 students per section
EDI 474/575	Student Teacher Practicum	8 sections @ 6-7 students per section
EDI 565/665	Creating Positive Learning Env.	2 sections @ 25 students per section
EDI 46x/56X	Teaching _____ Inclusively	5 sections @ 12-15 students per section (presumes separate section for Foreign Language)
EDI 4xx/5xx	Language Skills II	2 sections @ 25 students per section
EDI 4xx/5xx	Sec. Students with Special Needs	2 sections @ 25 students per section
EDI 430/530	Education and Society	2 sections @ 25 students per section
EDI 603	Reading Educational Research	1 section @ 25 students per section
EDI 79x	Seminar in _____ Education	4 sections @ 12-15 students per section.
TOTAL	32 sections/ 10.6 full time faculty lines or equivalent	

Staffing Needs Per Semester

Secondary Mathematics (fulltime)	Existing
Secondary Sciences (fulltime)	Existing
Secondary English (fulltime)	Existing-being searched
Secondary Social Studies (fulltime)	Existing-being searched
Foundations (.5) (fulltime)	Existing
Adjunct Faculty - 10 sections	Existing
<u>Middle School Education (fulltime)</u>	<u>New</u>
<u>Secondary Language Skills (fulltime)</u>	<u>New</u>
<u>Secondary Special Needs (fulltime)</u>	<u>New</u>

Three new fulltime faculty lines will be needed to staff additional required courses to be able to achieve a fulltime/ parttime ratio of 70%/30%.

ccm 1/00