



**SUNY
BROCKPORT**

350 New Campus Dr
Brockport, NY 14420
senate@brockport.edu

**Resolution # 37 2020-21
College Senate** ✓

Supersedes Resolution #



To: Dr. Heidi Macpherson, College President
From: Cathy Houston-Wilson, College Senate President
Re:

- I. Formal Resolution (Act of Determination)
- II. Recommendation (Urging the Fitness of)
- III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Rev cognates and TESOL req for Eng Adol Inclusive Edu Majors (#50_20-21 UC)

Signed: Cathy Houston-Wilson Date: 5/19/21
(Dr. Cathy Houston-Wilson, 2020-2021 College Senate President)

Implementation of resolution requires final approval from:

SUNY Yes No NYS Dept of Education Yes No

Signed: [Signature] Date: 5/25/21
(Dr. Eileen Daniel, Vice Provost, SUNY Brockport)

Decision and Action Taken on Formal Resolution (circle choice below)

- a. Accepted
- b. Deferred for discussion with the Faculty Senate
- c. Unacceptable for the reasons contained in the attached explanation.

Signed: [Signature] Date: 6/16/2021
(Dr. Heidi Macpherson, College President, SUNY Brockport)

Implementation Effective Date: _____

DISTRIBUTION:

The College Senate President will forward the signed resolution to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY and/or the State Education Dept. The Vice Provost will then sign and forward the resolution with that designation to the College President. Upon approval, the College President will forward the resolution to an Administrative Assistant who will distribute the final resolution to the Senate Office. The Senate Office will scan the resolution and send to the Coordinator of Digital Commons where it will be posted to https://digitalcommons.brockport.edu/senate_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.

See https://brockport.edu/support/college_senate/proposals.html for full details.
Complete this cover page. Email it along with all relevant files (individual .docx or .pdf files) to senate@brockport.edu. Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

| | |
|---|-------------------|
| Routing Number <i>Routing # assigned by Senate Office</i> | 50_20-21UC |
| This Proposal Replaces Resolution | |
| Revision Date(s) | |
| Anticipated Effective Date: | Fall 2021 |

Title of Proposal in Title Style

Revision of cognates and revision of TESOL requirement for English Adolescence Inclusive Education Majors, literature and creative writing track

Brief Description of Proposal

For inclusive majors: Replace specific cognate courses with broader categories in line with NYSED to increase flexibility and student choice; allow cognates to align closely with SUNY Gen Ed requirements.
Provide more appropriate instruction in TESOL.

Budgetary Resources Needed

NA

Student Learning Outcomes Assessment Data

Effect on Transfer Students

Increase number of courses to count as cognates, decrease time to degree completion.

Proposer Information

Jennifer Haytock, English, 395.5832, jhaytock@brockport.edu
Cody Miller, Education, hmiller@brockport.edu
--English Adolescence Education majors co-advisers

Senate Office Use Only

| Standing Committee | Forwarded To | Dates Forwarded |
|---|---------------------------------|-----------------|
| <input type="checkbox"/> Executive Committee | Standing Committee | 3/5/2021 |
| <input type="checkbox"/> Engagement & Enrollment Planning & Policies | Executive Committee | |
| <input type="checkbox"/> Faculty & Professional Staff Policies | Senate | |
| <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 checked="" type="checkbox"/> Undergraduate Curriculum & Policies | REJECTED -WITHDRAWN | |

NOTES:

This document contains two proposals for revision to the English Adolescence Inclusive Generalist (Literature- and Creative Writing Tracks) Majors:

- Cognate Revision
- TESOL Revision

Cognate Revision

A brief rationale for change in cognates

In order to help our English Adolescence Inclusive Education Majors graduate with the strongest and most useful education in the most expeditious manner, we propose changing the cognates for this program (both literature-track and creative writing-track), from:

ENG 112 and ENG 210

Humanities: HST 130 World Hist Survey and HST 201 Ancient World Seminar

Social Sciences: ECN 100 Contemporary Economic Issues and HST 120 Modern America Survey

Natural Sciences: NAS 273 Investigation in the Physical Sciences and BIO 111

Math: 6 hours, 111+

To:

English: ENG 112 plus 3 credits from the major content core coursework

***Social Studies:** HST 140 Modern World Hist Survey (S) or HST 202 Modern World Seminar (S); ECN 100 Contemporary Economic Issues (S); and HST 110 Early American Survey (H) or HST 211 Early Am Seminar (H)

Natural Sciences: 7 hours (any AST, BIO, CHM, NAS 273, PHS, ESC 110:499, at least one with lab)

Math: 6 hours, 111+

*This revision simply corrects the error of requiring two Ancient World History courses, which by catalog direction cannot both be taken, nor are they needed, and adds a second option for Early American History. The Social Studies cognates will be addressed further in AY 2021-22.

Per New York state legislation, eligibility for Students with Disabilities 7-12 generalist certification requires 6 credits each in four disciplines (these are the “cognates”): English, science, math, social studies. “The program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas: mathematics, English language arts, social studies and science and the candidate has sufficient pedagogical skills to teach these subjects.” (<http://www.nysed.gov/college-university-evaluation/general-and-program-specific-requirements-teaching-students-0>)

We believe all students are best served by a General Education program that allows them to explore their interests and develop their intellectual curiosity. We believe that students benefit from studying in a wide-range of fields and that such study creates the possibility of unexpected and exciting learning experiences and ultimately deepens their ability to educate others. Requiring specific H, SS, and N courses may result in transfer students completing a second

General Education curriculum. Such requirements slow student progress toward the degree without increasing the benefit of the degree.

TESOL Revision

We propose to change the choice of One of: EDI The Bilingual Child; EDI 422 TESOL; or FCE 473 Linguistics for Second Language Acquisition with the requirement of EDI 471 Supporting English Language & Multilingual Learners in the Classroom.

Rationale

EDI 471 is a new course in TESOL for non-TESOL majors. Either EDI 421 or EDI 422 taken alone would not provide enough well-rounded, foundational knowledge in working with English language learners as they are designed as a series of methods courses for those seeking certification in TESOL. EDI 471 distills some of the most important information from both EDI 422/628 and EDI 421/521, giving non-TESOL majors the understanding and tools they need to support English language learners in their classrooms.

| Existing Program | | Proposed Revised Program | |
|---|----------------|---|----------------|
| Course Number/Title | Credits | Course Number/Title | Credits |
| EDI 459 Adolescent Development | 3 | EDI 459 Adolescent Development | 3 |
| EDI 331 Classroom Management | 1 | EDI 331 Classroom Management | 1 |
| EDI 413 Intro to Special Ed | 3 | EDI 413 Intro to Special Ed | 3 |
| EDI 431 Teaching Literacy in Middle and HS: Content Area I | 3 | EDI 431 Teaching Literacy in Middle and HS: Content Area I | 3 |
| EDI 432 Teaching Literacy in Middle and HS: Content Area II | 3 | EDI 432 Teaching Literacy in Middle and HS: Content Area II | 3 |
| EDI 430 Education and Society (IWY) | 3 | EDI 430 Education and Society (IWY) | 3 |
| EDI 445 Inclusive Middle Level Teaching in English | 3 | EDI 445 Inclusive Middle Level Teaching in English | 3 |
| EDI 465 Inclusive HS Teaching in English | 3 | EDI 465 Inclusive HS Teaching in English | 3 |
| EDI 464 Seminar in Adolescence Inclusive | 3 | EDI 464 Seminar in Adolescence Inclusive | 3 |
| PRO 433 Practicum in Adolescence Inclusive | 9 | PRO 433 Practicum in Adolescence Inclusive | 9 |
| PRO Phase I Field Experience 430 | 1 | PRO Phase I Field Experience 430 | 1 |
| PRO 431 | 1 | PRO 431 | 1 |
| PRO 432 | 1 | PRO 432 | 1 |
| EDI 414 Methods in Special Ed | 3 | EDI 414 Methods in Special Ed | 3 |
| EDI 419 Assessments in Special Ed | 3 | EDI 419 Assessments in Special Ed | 3 |
| One of: EDI The Bilingual Child EDI 422 TESOL FCE 473 Linguistics for Second Language Acquisition | 3 | <i>EDI 471 Supporting English Language & Multilingual Learners in the Classroom</i> | 3 |
| DASA Training | | DASA Training | |
| Autism Training (EDI,413) | | Autism Training (EDI 413) | |
| Child Abuse Detection Training | | Child Abuse Detection Training | |
| Safe School Anti-Violence Training | | Safe School Anti-Violence Training | |
| Total | 46 | Total | 46 |
| Content Core: Lit or CW Concentration | | | |
| Literature Concentration | | | |
| ENG 303 Intro to Lit Analysis | 3 | ENG 303 Intro to Lit Analysis | 3 |
| One course in Shakespeare | 3 | One course in Shakespeare | 3 |
| One course in British literature before 1800 | 3 | One course in British literature before 1800 | 3 |
| One course in British literature after 1800 | 3 | One course in British literature after 1800 | 3 |

| | | | |
|--|-----------|---|-----------|
| One course in American literature before 1900 | 3 | One course in American literature before 1900 | 3 |
| One course in American literature after 1900 | 3 | One course in American literature after 1900 | 3 |
| Two courses in World literature | 6 | Two courses in World literature | 6 |
| ENG 397 Young Adult Literature | 3 | ENG 397 Young Adult Literature | 3 |
| One course in Advanced Grammar, Linguistics, or History of the English Language ENG 473-475 or FCE 473 | 3 | One course in Advanced Grammar, Linguistics, or History of the English Language <i>ENG 473, 476, 478-480</i> or FCE 473 | 3 |
| One English Elective | 3 | One English Elective | 3 |
| ENG 472 Capstone | 3 | ENG 472 Capstone | 3 |
| Core Total | 36 | Core Total | 36 |
| Or, | | | |
| Creative Writing Concentration | | | |
| ENG 303 Intro to Lit Analysis | 3 | ENG 303 Intro to Lit Analysis | 3 |
| ENG 210 Intro to Creative Writing | 3 | ENG 210 Intro to Creative Writing | 3 |
| One course in British literature | 3 | One course in British literature | 3 |
| One course in American literature | 3 | One course in American literature | 3 |
| One course in World literature | 3 | One course in World literature | 3 |
| ENG 305 Poetry Workshop | 3 | ENG 305 Poetry Workshop | 3 |
| ENG 304 Fiction Writer's Workshop or ENG 306 Non-fiction Writers Workshop | 3 | ENG 304 Fiction Writer's Workshop or ENG 306 Non-fiction Writers Workshop | 3 |
| One Advanced Writer's Workshop ENG 491, 492, or 493 | 3 | One Advanced Writer's Workshop ENG 491, 492, or 493 | 3 |
| ENG 397 Young Adult Literature | 3 | ENG 397 Young Adult Literature | 3 |
| One course in Advanced Grammar, Linguistics, or History of the English Language ENG 473-475 or FCE 473 | 3 | <i>One course in Advanced Grammar, Linguistics, or History of the English Language ENG 473, 476, 478-480 or FCE 473</i> | 3 |
| One Creative Writing Elective | 3 | One Creative Writing Elective | 3 |
| ENG 495 The Writers Craft | 3 | ENG 495 The Writers Craft | 3 |
| Total Content Core | 36 | Total Content Core | 36 |
| | | | |
| General Education/Cognates | | | |
| GEP 100 Academic Planning Seminar | 1 | GEP 100 Academic Planning Seminar for Gen Ed req't | 1 |
| ENG 112 and ENG 210 Creative Writing | 6 | <i>ENG 112 College Composition</i> | <i>3</i> |
| Fine arts elective | 3 | <i>Fine Arts electives (F and P)</i> | <i>6</i> |
| ECN 100, HST 120, HST 130 & 201 | 12 | Social Studies Cognates Economics: ECN 100 (S) Modern World: HST 140 or 202 (both S) American History: | 9 |

| | | | |
|--|------------|---|------------|
| | | HST 110 or 211 (both H courses) | |
| Modern Language 111 & 112+ | 6 | Modern Language 111 & 112+ | 6 |
| Mathematics (111+) | 6 | Mathematics (111+) | 6 |
| NAS 273 and BIO 111 | 8 | <i>any AST, BIO, CHM, NAS 273, PHS, ESC 110:499, at least one with lab (N and L)</i> | 7 |
| | | <i>Humanities for Gen Ed Req't (Recommended 200 Lit course with H code)</i> | 3 |
| Total Gen Ed | 42 | | 41 |
| Total | 124 | | 123 |
| 1. Only two ENG courses taken at the 200-level may count towards the English Major, including ENG210. ENG 112 does not count toward the English Major. At least 27 credits must be in upper division courses, numbered ENG 300 to ENG499. 2. ENG 303 is a co-requisite for all other 300-level courses, and ENG 303 and 9 credits of 300-level courses are pre-requisites for 400-level courses. Students must complete ENG 472 and one other 400 level seminar. 3. A grade of "B-" or higher is required for ENG 303. * | | 1. Only two ENG courses taken at the 200-level may count towards the English Content Core , including ENG 210. ENG 112 does not count toward the English Major. At least 30 ENG credits must upper division courses, numbered ENG 300 to ENG499. 2. ENG 303 is a co-requisite for all other 300-level courses, and ENG 303 and 9 credits of 300-level courses are pre-requisites for 400-level courses. Students must complete ENG 472 and one other 400 level seminar. 3. A grade of "C" or higher is required for ENG 303. | |

*NB: The grade of B- or higher is an error introduced between the passing of the original proposal in 2018 and the approval of the program by SUNY.

Staffing issues/Resource Implications

None

Sequence in which the courses would be offered to guarantee timely completion of the program

English Adolescence Inclusive Creative Writing Track: Sample Plan of Study

| Year | Fall Semester | Spring Semester | Credits Per Year |
|------|---|---|------------------|
| 1 | ENG 112 Composition (Q) +3 Math 111 (M) +3 Modern Language 111 +3 HST 140 (S) +3 Science with lab (L) +4 GEP 100 Academic Planning Seminar +1 | ENG 210 Creative Writing (P) +3 ENG 200 level literature (eg 231 late Brit lit) (H) +3 Science (N) +3 Modern Language 112 +3 Math 112 +3 | 32 |
| 2 | ECN 100 (S) +3 ENG 303 Intro to Lit Analysis +3 ENG 305 Poetry +3 Fine Arts (F/P) +3 EDI 459 Adolescent Development and Learning +3 EDI 331 Adolescence Classroom Management +1 | HST 211 (H, D) +3 ENG 3xx American Literature +3 ENG 304 or 306 +3 EDI 413 Introduction to Special Education +3 EDI 431 Teaching Literacy in Middle & High School Content Areas I +3 | 31 |
| 3 | ENG Language (fall only) +3 ENG 397 Young Adult Lit +3 ENG 400 Workshop +3 EDI 432 Teaching Literacy in Mid/High School Content Area II +3 EDI 445 Inclusive Middle Level Teaching in English (50 field hours, fall only) +3 PRO 430 Adolescence Field Experience 1 (fall only) +1 | ENG 495 +3 ENG Elective +3 EDI 430 Education and Society (I,W,Y) +3 EDI 465 Methods of Teaching Secondary English (50 field hours, spring only) +3 PRO 431 EHD Adolescence Field Experience 2 (spring only) +1 Elective +3 | 32 |
| 4 | ENG Elective +3 EDI 419 Assessment for Special Education +3 EDI 471 +3 EDI 414 Methods in Special Education (50 field hours) +3 PRO 432 Adolescence Field Experience 3 +1 | PRO 433 Practicum in Adolescence Inclusive Education +9 EDI 464 Seminar in Adolescence Inclusive Education +3 | 25 |
| | | | 120 |

English Adolescence Inclusive Literature Track Inclusive: Sample Plan of Study

| Year | Fall Semester | Spring Semester | Credits Per Year |
|-------------|---|--|-------------------------|
| 1 | ENG 112 Composition (Q) +3 Math 111 (M) +3 Modern Language 111 +3 HST 140 (S) +3 Science with lab (L) +4 GEP 100 Academic Planning Seminar +1 | Fine Arts (P) +3 ENG 200 level literature (eg 231 late Brit lit) (H) +3 Science (N) +3 Modern Language 112 +3 Math 112 +3 | 32 |
| 2 | ECN 100 (S) +3 ENG 303 Intro to Lit Analysis +3 ENG 3xx Shakespeare +3 Fine Arts (F/P) +3 EDI 459 Adolescent Development and Learning +3 EDI 331 Adolescence Classroom Management +1 | HST 211 (H, D) +3 ENG 3xx American lit, pre-1900, close reading +3 EDI 413 Introduction to Special Education +3 EDI 431 Teaching Literacy in Middle & High School Content Areas I +3 ENG 300+ World Literature | 31 |
| 3 | ENG 35+ World Lit (Texts and Contexts) +3 ENG Language (fall only) +3 ENG 397 Young Adult Lit +3 EDI 432 Teaching Literacy in Mid/High School Content Area II +3 EDI 445 Inclusive Middle Level Teaching in English (50 field hours, fall only) +3 PRO 430 Adolescence Field Experience 1 (fall only) +1 | ENG 401-471 Seminar, American lit, post-1900, seminar +3 ENG 300-level British Literature, pre-1800 +3 EDI 430 Education and Society (I,W,Y) +3 EDI 465 Methods of Teaching Secondary English (50 field hours, spring only) +3 PRO 431 EHD Adolescence Field Experience 2 (spring only) +1 | 32 |
| 4 | ENG 472 Capstone +3 Elective +3 EDI 419 Assessment for Special Education +3 EDI 471 +3 EDI 414 Methods in Special Education (50 field hours) +3 PRO 432 Adolescence Field Experience 3 +1 | PRO 433 Practicum in Adolescence Inclusive Education +9 EDI 464 Seminar in Adolescence Inclusive Education +3 | 25 |
| | | | 120 |

April 27, 2021

To: College Senate

From: Miriam Elizabeth Burstein, Professor and Chair, Department of English

Re: Cognate revisions to English Adolescent Inclusive Education Major

I write in support of the revisions to the English Adolescent Inclusive Education Major proposed by Professors Jennifer Haytock and Cody Miller.

The TESOL sequence requires a new course, EDI 471 (Supporting English Language & Multilingual Learners in the Classroom), in addition to either EDI 422 (TESOL) or FCE 473 (Linguistics for Second Language Acquisition). For those not pursuing TESOL as their major, EDI 471 introduces essential methodological foundations that are not provided by the current options of EDI 422 alone or EDI 421. This change will strengthen student preparation for their future classroom work.

The current cognate requirements require undergraduates to take *specific* courses in each of the Fine Arts, Humanities, and Natural Sciences categories. As the proposal details, this approach to the cognate requirements imposes greater burdens and a potentially longer time to completion of degree, especially for transfer students. Without course options, transfer students may be required to duplicate previous work. By substituting credit hours in place of required courses in these three categories, the proposal grants students more flexibility for their coursework, a more economical path to the degree, and more space for intellectual development. The change does not alter the program's total credit hours, and students will still complete all cognates necessary for both our own General Education requirements and for New York State education certification. We will pursue changes to the required course for Social Studies next year.

The changes do not require any additional resource allocations.

If you have any questions, please do not hesitate to contact me at mburstei@brockport.edu.

Sincerely,

Miriam Elizabeth Burstein



SUNY BROCKPORT

Department of Education
and Human Development

350 New Campus Drive

Brockport, New York 14420-2938

P: (585) 393-2235 | F: (585) 393-2172

brockport.edu

23 February 2021

Dear Senate Undergraduate Curriculum Committee:

I'm pleased to support the proposal submitted by the Department of English and the Department of Education & Human Development titled "Revision of cognates for English Adolescence Inclusive Education Majors, literature and creative writing tracks; and revision of TESOL requirement, all English Adolescence Majors (Inclusive and Single-cert, lit and CW)."

The adjustments would simplify the requirements for meeting cognate requirements that are part of Adolescence Students with Disabilities (7-12) Generalist certification requirements – and do so in a way that may make the major easier to advise and more transfer-student friendly.

The adjustments would also improve candidate preparation for supporting English Learner and Multilingual students by providing a newly-created targeted course for non-TESOL specialists.

Warm regards, and please let me know your questions!

Dr. Christian P. Wilkens

Chair and Associate Professor of Education



Department of Biology
350 New Campus Drive
Brockport, New York 14420

Brockport, NY, February 27, 2021

Jennifer Haytock, English,
Cody Miller, Education,
English Adolescence Education Majors co-advisers

RE: Letter of support for the Revision of cognates for English Adolescence Inclusive Education Majors

Dear Drs Haytock and Miller,

On behalf of the Biology Department, I would like to express my support for this proposal, in particular the removal of a required BIO course in order to leave students with multiple options for fulfilling their science cognate requirements. As stated in the proposal, the proposed change will provide more flexibility for transfer students in particular, who under the current program may have to repeat work they have already completed.

Sincerely,

Michel Pelletier, Ph.D.
Associate Professor and Chair
Department of Biology
SUNY Brockport
Brockport, NY 14420



**SUNY
BROCKPORT**

School of Arts and Sciences

3 March 2021

Dr. Cathy Houston-Wilson
President, College Senate
Brockport, NY 14420

Dear Dr. Houston-Wilson:

I have reviewed the proposal that Dr. Jennifer Haytock (Department of English) and Dr. Cody Miller (Department of Education and Human Development) are submitting to the College Senate to modify the curriculum of the English Adolescence Inclusive Education Major, literature and creative writing tracks. If approved and implemented, the proposed changes would afford students pursuing the major greater flexibility in completing the degree program and ensure that they would receive more appropriate instruction in TESOL.

Additionally, these changes will not increase resources needed to offer the program or the number of credits required by students. Naturally, no additional resources are required to implement the proposed changes. I thank Drs. Haytock and Miller for their time and effort.

Sincerely,

Jose Maliekal
Dean