



**SUNY
BROCKPORT**

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

**Resolution # 38 2020-21
College Senate ✓**

Supersedes Resolution #43 2019-20

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 BS Chem Adol Inclusive Edu with Grade 5-6 Extension Maj (#51_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>	51_20-21UC
This Proposal Replaces Resolution	2019-20#43
Revision Date(s)	2/16/2021
Anticipated Effective Date:	Fall 2021

Title of Proposal in Title Style

Revision to the B.S. Chemistry Adolescence Inclusive Education (7-12) with Grades 5-6 Extension Major

Brief Description of Proposal

The proposal seeks to clarify courses for general education and cognates to increase flexibility for transfer students and specifically include non-credit bearing requirements (workshops)

Budgetary Resources Needed

None

Student Learning Outcomes Assessment Data

This does not apply here as the proposal is not based on findings from SLO assessment data.

Effect on Transfer Students

The revisions are in fact meant to make it easier for students to transfer to SUNY Brockport pursuing this program

Proposer Information

Name, Department, Phone & Email, 1 per line.

Dawn Lee

Department of Chemistry and Biochemistry

585-395-5873

dlee@brockport.edu

Peter Veronesi

Department of Education and Human Development

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Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	3/15/2021
<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:

Justification

Whereas the current B.S. Chemistry Adolescence Inclusive Education (7-12) with Grades 5-6 Extension Major:

- Does not clearly differentiate between general education program requirements and NYS cognate requirements
- Requires HST201(*Ancient World Seminar*), which is not aligned with the current high school curriculum and should be replaced by a modern history course, as explained in the attached letter from Dr. Anne Macpherson, Chair of the history department.
- Does not reflect an update in course offering to replace EDI475-*Seminar in Adolescence Ed* with EDI464-*Seminar in Adolescence Inclusive Education* (alongside PRO433 – Practicum for student teaching)
- Omits the specific listing of non-credit bearing workshop requirements

May it be resolved by revising the current program to the effect of:

- Clearly listing separately all requirements for students to ultimately achieve the granting NYS teacher certification, including cognate coursework and non-credit bearing workshops.
- Changing one History course to reflect 3 credits in Modern World or American History.
- Updating course number/title changes.

Requirements (updates/corrections shown in red)

1. Students will need to meet SUNY 3.0 GPA requirements for admission, and students must meet NYSED requirements for minimum acceptable grades during completion of the program, including grades of C or above for all Content Core and Pedagogical Core coursework. Students must re-take courses where grades have not met this minimum acceptable grade standard. This meets NYSED requirements for courses in teacher certification programs leading to certification at the initial level; <http://www.highered.nysed.gov/tcert/ag.html>.

Chemistry Content Core

- All CHM courses (CHM205, CHM206, CHM301, CHM302, CHM303, CHM305, CHM306, CHM400, CHM401, CHM405, CHM406, CHM408, CHM409)
- PHS235, PHS240
- MTH201, MTH202, MTH203

Pedagogical Core

- All EDI courses [EDI 331, EDI 459, EDI430 ~~EDI409~~, EDI413, EDI431, EDI432, EDI447, EDI467, EDI414, EDI419, ~~EDI475~~, EDI464]
- All PRO courses associated with the three phases of field experience and practicum [PRO 430, 431, 432, and 433]

2. Management of accreditation-related activities, including assessment and reporting, will be a collaborative effort between the Departments of Chemistry and Biochemistry and Education and Human Development. As with other CAEP accredited programs, the Professional Education Unit will provide oversight.
3. Teacher candidates will have an advisor in the Department of Chemistry and Biochemistry and one in the Department of Education and Human Development who will work closely together in the advisement process.

Side by side comparison of current and proposed program (changes highlighted in red)

Current Adolescence Inclusive education program (current)			Chemistry Adolescence Inclusive Education Major (proposed)		
Prefix, number & course title	Credit hours	Gen Ed Codes	Prefix, number & course title	Credit hours	GenEd Codes
Content Core	55		Content Core	55	
<u>Courses in CHM</u>	<u>35</u>	L, N	<u>Courses in CHM</u>	<u>35</u>	L, N
CHM 205 College Chemistry I	4		CHM 205 College Chemistry I	4	
CHM 206 College Chemistry II	4		CHM 206 College Chemistry II	4	
CHM 301 Chemical Safety	1		CHM 301 Chemical Safety	1	
CHM 302 Inorganic Chemistry	4		CHM 302 Inorganic Chemistry	4	
CHM 303 Analytical Chemistry	4		CHM 303 Analytical Chemistry	4	
CHM 305 Organic Chemistry I	4		CHM 305 Organic Chemistry I	4	
CHM 306 Organic Chemistry II	4		CHM 306 Organic Chemistry II	4	
CHM 400 Seminar I	1		CHM 400 Seminar I	1	
CHM 401 Seminar II	1		CHM 401 Seminar II	1	
CHM 405 Physical Chemistry I	3		CHM 405 Physical Chemistry I	3	
CHM 406 Physical Chemistry II	3		CHM 406 Physical Chemistry II	3	
CHM 408 Physical Chemistry Lab I	1		CHM 408 Physical Chemistry Lab I	1	
CHM 409 Physical Chemistry Lab II	1		CHM 409 Physical Chemistry Lab II	1	
<u>Science and Math co-requisites</u>	<u>20</u>	L, M	<u>Science and Math co-requisites</u>	<u>20</u>	L, M
MTH 201 Calculus I	4		MTH 201 Calculus I	4	
MTH 202 Calculus II	4		MTH 202 Calculus II	4	
MTH 203 Calculus III	4		MTH 203 Calculus III	4	
PHS 235 Physics I	4		PHS 235 Physics I	4	
PHS 240 Physics II	4		PHS 240 Physics II	4	
Pedagogical Core	43		Pedagogical Core	43	
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 & High School Content Areas I	3		EDI 431- Teaching Literacy in Middle & High School Content Areas I	3	
EDI 432- Teaching Literacy in Middle & High School Content Areas II	3		EDI 432- Teaching Literacy in Middle & High School Content Areas II	3	
EDI 430-Education & Society	3	I, W, Y	EDI 430-Education & Society	3	I, W, Y
EDI 447-Inclusive Middle Level Teaching in Science	3		EDI 447-Inclusive Middle Level Teaching in Science	3	
EDI 467-Teaching Science Inclusively	3		EDI 467-Teaching Science Inclusively	3	
EDI 475-Seminar	3		EDI 464-Seminar in Adolescence Inclusive Education	3	
PRO 433-Practicum	9		PRO 433-Practicum	9	
PRO 430**-Phase 1 Field Experience	1		PRO 430**-Phase 1 Field Experience	1	
PRO 431**-Phase 2 Field Experience	1		PRO 431**-Phase 2 Field Experience	1	
PRO 432**-Phase 3 Field Experience	1		PRO 432**-Phase 3 Field Experience	1	
EDI 414-Methods in Special Ed	3		EDI 414-Methods in Special Ed	3	
EDI 419-Assessment in Special Ed	3		EDI 419-Assessment in Special Ed	3	
			Cognate Course Work	21	
Modern Language (2 courses): 111-level & 112 level	6	R	Modern Language (2 courses) through 112-level or higher	6	R
English (2 courses, ENG 112 or above)*			English (2 courses)*		
ENG 112: <i>College Composition</i>	3	Q	1) ENG 112 <i>College Comp</i>	3	Q
ENG 210: <i>Creative Writing</i>	3	P	2) ENG 210: <i>Creative Writing</i> *	3	P
			(can substitute other ENG 112+, but this may add to Gen Ed total)		
Social Studies (3 courses) <i>See Social Science and Humanities requirements</i>		(var)	Social Studies (3 courses)		
			1) Early American History:	3	D, H

			HST 110: <i>Early America Survey</i> or HST 211: <i>Seminar in Early America</i> 2) Modern American or World History: AAS 114: <i>African-American History II 1865 to Present</i> or HST 140: <i>Modern World Survey</i> or HST 202: <i>Modern World Seminar</i> or HST 120 <i>Modern America Survey</i> or HST 212: <i>Seminar in Modern America</i> 3) ECN 100 <i>Contemporary Econ Issues</i>	3 3	O or D, S S
			Math (2 courses) (MTH 111 or higher) - satisfied by content core		
			Science (2 courses) – satisfied by content core		
General Education	<u>28</u>		Additional General Education (not included in Content Core. Pedagogical Core or Cognate Courses Work) *transfer students may vary*	7	
<u>General Ed not included in Content or Pedagogical Core:</u> GEP 100: Academic Planning Seminar	1		GEP 100: Academic Planning Seminar	1	
Fine Arts (one w/performance)*	3	F, P	Fine Arts (one w/performance)* *see English Cognate	3	F/P, P
Humanities (2 courses)* Elective HST 201: <i>Ancient World Seminar</i>	3 3	H H,O	Humanities Elective	3	H
Social Sciences (2 courses)* ECN 100 <i>Contemporary Econ Issues</i> HST 110 <i>Survey in American History</i>	3 3	S D,S			
			Non-credit bearing requirements (Workshops)		
			Identifying and Reporting Child Abuse and Maltreatment: Mandated Reporter Training (CAD)		
			School Violence Prevention and Intervention Workshop (SAVE)		
			Autism Workshop [included in EDI 413]		
			Harassment and Bullying Prevention Certification Training (DASA)		
Total credit hours	123-126		Total credit hours	126	

**Requires 50-hour field placement

* Full-time, full-semester student teaching



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Business Administration and Economics

February 25, 2021

Dr. Jason Morris, Chair
UG Curriculum Committee
College Senate
SUNY – Brockport
Brockport, NY 14420

Dear Dr. Morris,

I am writing this letter in support of the proposal entitled "Revision to the B.S. Chemistry Adolescence Inclusive Education (7-12) with Grades 5-6 Extension Major." Our support is subject to a satisfactory documented resolution of what we find puzzling, the removal of ECN 100 (Contemporary Economic Issues) as a Social Sciences requirement for the degree and replacing it with a selection of history subject matter courses.

If this change is accepted, a student will have exposure to no subject matter other than history courses for all three area requirements of Humanities, Social Sciences and Diversity. We are unable to comprehend how additional knowledge of History acts as a substitute for an understanding of macro and micro economic theory and economic systems. ECN 100 provides, among other things, an economic perspective of major events like the Great Depression, World War II, Gulf War, Great Recession, and trade wars.

In the letter from the Chair of the History Department the assertion is made that NYS has shifted the emphasis toward modern world history. Our belief is, this can be well accommodated by adjusting the nine credits in history that students are already required to take. Unless we can be provided documentation of a requirement of 12 credits of history subject matter courses in such programs, we believe there are more efficient ways to accomplish this new emphasis, other than removing the only Economics course from the curriculum.



We question the assertion that "HST 212/120 and I believe also AAS 113 and 114 will, like HST 118, give experience with US history *and* are adequate for preparing these students to support special education students who might be taking Economics in high school." While I humbly confess that we lack the expertise to judge the adequacy of said courses to train students to support high schoolers taking Economics, I can strongly contend that someone trained in Economics can provide a better understanding of the subject matter of Economics.

Sufficient seats in ECN 100 are available for Social Studies (Inclusive) Education majors. We are currently offering two sections of ECN 100 each semester and as Chair I can assure Chemistry and Education colleagues that we have sufficient capacity to offer additional sections, if needed.

Therefore, I respectfully request the departments of Chemistry & Biochemistry, and Education & Human Development to retain the ECN 100 requirement in the program. It is their proposal and it is their decision, and that we will respect.

Sincerely,



Sandeep Singh, Ph. D., CFA
Chair
Accounting, Economics and Finance

Cc: Dr. Markus Hoffman
Dr. Peter Veronesi
Dr. Anne Mcpherson



SUNY BROCKPORT

Department of History

November 19, 2020

Dear Fellow Chairs and Senate Undergraduate Curriculum Committee,

I write to recommend that students in Adolescent Inclusive degree programs (other than Social Studies Inclusive) take the following for their social studies generalist inclusive course work:

HST 202: Modern World Seminar (S/O) or if necessary its large lecture counterpart HST 140: Modern World Survey (S/O)

And one of: **HST 212: Modern US Seminar (S/D) or if necessary its large lecture counterpart HST 120: Modern US Survey (S/D) or HST 118: History of American Capitalism (S/D) or AAS 113: Introduction to African-American History (S/D) or AAS 114: African-American History since the Civil War (S/D).**

This would eliminate ECN 100: Introduction to Economics from their options. See rationale below.

I recommend that they continue to take HST 211: Early America Seminar (H/D) or if necessary its large lecture counterpart HST 110: Early America Survey (H/D) for gen ed H. *I request that Ancient World History be eliminated from these students' degree programs – meaning both HST 201: Ancient World Seminar (H/O) and its large lecture counterpart HST 130: Ancient World Survey (H/O) be removed.*

Rationale for these changes: Since these proposals went though Senate, NYS has shifted emphasis strongly toward modern world history in the 7-12 curriculum. The Regents or AP exam at the end of Global II no longer includes any material from Global I and thus is entirely tilted toward modern world history. Students need preparation in this area in order to support future special education students who are taking Global II and preparing for the exam.

HST 118 is already an alternative to ECN 100 in the degree program, or is proposed to be. HST 212/120 and I believe also AAS 113 and 114 will, like HST 118, give experience with US history *and* are adequate for preparing these students to support special education students who might be taking Economics in high school. History is committed to having all HST 212/120 instructors be aware of the high school Economics standards.

In addition, seats in ECN 100 are *needed* for Social Studies (Inclusive) Education majors. Seats in HST 201/130 are *needed* for Childhood Inclusive Education majors.

Sincerely,

Anne S. Macpherson
Professor and Chair



School of Arts and Sciences

11 March 2021

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

Dear Dr. Houston-Wilson:

I have reviewed the proposal that Dawn Lee (Department of Chemistry & Biochemistry) and Peter Veronesi (Department of Education and Human Development) are submitting to the College Senate to modify the curriculum of the Chemistry Adolescence Inclusive Education Major. I support the proposed modifications. If approved and implemented, these modifications would afford students pursuing the major greater flexibility in completing the degree program.

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 Dawn Lee and Peter Veronesi for their time and effort.

Sincerely,

Jose Maliekal
Dean

March 3, 2021

To: Academic Senate

From: Miriam Elizabeth Burstein, Professor and Chair of English

Re: Chemistry Adolescence Inclusive Education Certification with Grades 5-6 Extension Proposal

I write to support the Chemistry Department's proposal to make ENG 210 a recommended, rather than a required, course for Chemistry Adolescence Inclusive Education with Grades 5-6 Extension certification. This proposal will make it easier for students to develop schedules, which is important for maintaining the program's viability and completion rates. It will have no significant effect on our own enrollments, as students will be advised into the course as necessary.

Please don't hesitate to contact me with any further questions.

Miriam Elizabeth Burstein (mburstei@brockport.edu)

