



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

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Brockport, New York 14420
585-395-2586 * 585-395-2006 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution **2017-18 #66UC**
College Senate

Supersedes Res #: _____

TO: Dr. Heidi Macpherson, College President

FROM: The College Senate:

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



SUBJ: **Undergraduate Major in English Adolescence
(7-12) Education with Grades 5 and 6 Extension** (#59_17-18UC)

Implementation Effective Date**: 8 / 20 / 18

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

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

****Implementation of resolution requires final approval from SUNY- State Education Department.**
 YES NO

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

TO: Dr. Sandeep Singh, College Senate President

FROM: Dr. Heidi Macpherson, College President

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

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

Signed: Date: 5/10/18
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:

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

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

DEADLINE FOR SUBMISSIONS: JANUARY 31

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

Routing Number <i>Routing # assigned by Senate Office</i>	59_17-18UC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

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

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*
 Undergraduate major in English Adolescence (7-12) Education with Grades 5 and 6 Extension.

2. **BRIEF DESCRIPTION OF PROPOSAL:**
 A new and streamlined major in English preparing students to teach English Language Arts to adolescents in the 21st century classroom.

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

To be able to provide EDI 409 as a special education course, a course required for the single certification majors, the Department of Education and Human Development would need to hire one adjunct faculty member per semester.

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

The rationale for the proposal primarily derives from external factors (changes to market conditions, certification requirements, and requirements from SUNY) rather than outcomes of assessment of SLOs. Each SLO of the proposed major will be assessed by the department teaching the course(s) in which that SLO is taught.

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

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

6. **ANTICIPATED EFFECTIVE DATE:**

Fall 2018

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

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
1/31/18			

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

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Greg Garvey	English	395-5487	tgarvey@brockport.edu

9. **COMMITTEES: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	3/20/2018
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	3/26/2018
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	4/10/2018, 4/30/2018
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Rationale & goals

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

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

Heretofore, students preparing for certification in any field of adolescent education at Brockport completed a program of study that prepares them for two certifications. That is, along with preparing for certification to teach a specific subject (e.g., English), students also prepare for certification to teach Students with Disabilities (SWD) as a Generalist.

Accordingly, we are proposing two new majors in English, a major that prepares students for Initial Certification as an English teacher and another major that prepares students for Initial Certifications in both English and SWD-Generalist. This proposal addresses the single certification major. This major requires no more than 126 credits. It will alleviate some of the challenges posed by the current dual certification only program, while also improving completion, retention, and recruitment.

Simply put, the single certification major that we are proposing will: (i) prepare students for certification to teach English in grades 5-12, (ii) increase efficiency by elimination of the preparation for the CSTs in SWD-Generalist, and (iii) allow students to select the certification they want to earn.

Importantly, the proposed major meets the requirements concerning SUNY Seamless Transfer. The introduction of the single certification major will allow us to compete effectively with sister institutions who have already modeled their programs along the lines proposed here.

Because many of our sister SUNY institutions have the single certification programs already in place, we will follow the best practices within the system to manage all aspects of administering both majors (single and dual certification) including, but not limited to: advisement, assessment, accreditation requirements, and recruitment. The responsibilities will be shared equitably between the Department of Education and Human Development and the Department of English.

Recruitment, Retention, and Completion

The Major in English Adolescent Education includes 39-42 credits of EDI/PRO courses and 36 credits to complete the English Major. As with all other undergraduate degrees, students in the program will have to complete 32-35 credits of General Education courses. Because some General Education courses also count as content core or pedagogy core, there will be room for at least 13 credits of electives (120 total.) This curriculum meets the requirements for initial certification as outlined by SED for Adolescent Education (grades 5 through 12) and adheres to the SED recommendation that “Programs should not be designed to lead to a list of certificate titles. Combining multiple certificate tracks and levels may lead to a curriculum that is diluted and diffused. A focus on one or two certificate titles at the same developmental level will help maintain the focus and integrity of the program so that candidates are fully prepared to meet their specific career objectives and have the knowledge and skill to teach the New York State Learning Standards and Common Core Curriculum.”

Student Choice

The new major in English Adolescent Education will allow students to prepare for the English CST without requiring courses related to the SWD Generalist certification.

The major in English Adolescent Education will offer students the opportunity to focus their time and money to complete a program of study to teach English in grades 5-12. This major does not prevent any student from seeking another certification at the graduate level. It simply allows every student the option of preparing for a career as an English teacher. We support any student who chooses to gain certification to teach students with disabilities. We are also submitting a parallel proposal for a new Chemistry Adolescence Inclusive Education major to provide students that certification option.

Best Practice

The College at Brockport is the only SUNY comprehensive college that requires preparation for the students with disabilities CSTs of every student preparing for certification to be an Adolescent Education teacher. Cortland and Fredonia offer Inclusive Education as separate majors through the Education Department. Buffalo State, Geneseo, and New Paltz offer Inclusive as a “Subject Area Extension” offered by the Education Department. Oneonta, Oswego, Plattsburgh, and Potsdam do not offer inclusive education at the undergraduate level. The standard is for the certification preparation program to be housed in the disciplinary major working in constant collaboration with colleagues in their education departments. Oswego is the only college that structures preparation for disciplinary CSTs through the Department of Education rather than the discipline of the specific CST. The chart below details the relationship between English Certification in adolescent education and Inclusive certification at all SUNY Comprehensive colleges:

Brockport: English Certification in Education Department
Inclusive required of all teacher certification students

Buffalo State: English Certification in English Department
Inclusive a separate subject area extension in Education Department

Cortland: English Certification in English department
Inclusive a major in Education Department (not required)

- Fredonia: English Certification in English Department
Inclusive a major in Education Department (not required)
- Geneseo: English Certification in English Department
Inclusive in Education Department (no adolescent inclusive track)
- New Paltz: English Certification in English Department
Inclusive in Education Department (not required)
- Oneonta: Double major in English and Education required
No Inclusive certification at undergrad. Level
- Old Westbury: No English Cert. program
- Oswego: Adolescence Education Major (English major not required)
No Inclusive at undergrad level
- Plattsburgh: English Major with combined MST
No Inclusive at undergrad level
- Potsdam: Required Double Major in English and Education
No Inclusive Certification
- Purchase: Collaborative program with Fordham University

As this table demonstrates, among SUNY colleges only Brockport requires all teacher certification students to prepare for the Students with Disabilities subject area test. Of the ten comprehensive colleges that offer teacher certification in English, eight house the certification program in the Department of English.

Students will have an advisor in the Department of English and in the Department of Education and Human Development who will work closely together.

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.

Requirements mandated by SED

1. Courses listed below as “Content Core” and “Pedagogical Core” must be completed with a grade of C+ or better. 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>.

Content Core

All ENG courses

Pedagogical Core

All EDI courses

Linguistics course or FCE 473

2. Management of accreditation-related activities, including assessment and reporting, will be a collaborative effort between the Departments of English and Education and Human Development. As with other CAEP accredited programs, the Professional Education Unit will provide oversight.

Current Adolescence Inclusive education program Prefix, number & course title	Credit hours	GenEd Codes	English Adolescence Education major (proposed) Prefix, number & course title	Credit hours	GenEd Codes																												
<p>Content Core: English Major</p> <p>**One of the following majors at Brockport: English (literature track only)</p>	(36)	L	<p>Content Core: English Major (Proposed)</p> <p>English Courses completing either the Literature or Creative Writing Concentration*:</p> <p>Literature Concentration:</p> <table border="1" data-bbox="495 420 1209 1018"> <tr> <td>ENG 303: <i>Introduction to Literary Analysis</i></td> <td>3</td> </tr> <tr> <td>One course in Shakespeare</td> <td>3</td> </tr> <tr> <td>One course in British literature before 1800</td> <td>3</td> </tr> <tr> <td>One course in British literature after 1800</td> <td>3</td> </tr> <tr> <td>One course in American literature before 1900</td> <td>3</td> </tr> <tr> <td>One course in American literature after 1900</td> <td>3</td> </tr> <tr> <td>Two courses in world literature</td> <td>6</td> </tr> <tr> <td>ENG 397: <i>Young Adult Literature</i></td> <td>3</td> </tr> <tr> <td>One course in Advanced Grammar, Linguistics, or History of the English Language ENG473-475, or FCE 473</td> <td>3</td> </tr> <tr> <td>One English elective (<i>see note</i>)</td> <td>3</td> </tr> <tr> <td>ENG 472: <i>Capstone Seminar in Literature and Theory</i></td> <td>3</td> </tr> </table> <p>(36) Or,</p> <p>Creative Writing Concentration</p> <table border="1" data-bbox="1274 462 1445 1018"> <tr> <td>ENG 303 Introduction to Literary Analysis</td> <td>3</td> </tr> <tr> <td>ENG 210 Introduction to Creative Writing</td> <td>3</td> </tr> <tr> <td>One course in British Literature</td> <td>3</td> </tr> </table>	ENG 303: <i>Introduction to Literary Analysis</i>	3	One course in Shakespeare	3	One course in British literature before 1800	3	One course in British literature after 1800	3	One course in American literature before 1900	3	One course in American literature after 1900	3	Two courses in world literature	6	ENG 397: <i>Young Adult Literature</i>	3	One course in Advanced Grammar, Linguistics, or History of the English Language ENG473-475, or FCE 473	3	One English elective (<i>see note</i>)	3	ENG 472: <i>Capstone Seminar in Literature and Theory</i>	3	ENG 303 Introduction to Literary Analysis	3	ENG 210 Introduction to Creative Writing	3	One course in British Literature	3		
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				<p>Once Course in American Literature 3</p> <p>Once Course in World Literature 3</p> <p>ENG 305 Poetry Workshop 3</p> <p>ENG 304 Fiction Writer's Workshop, or ENG 306 Non-Fiction Writer's Workshop 3</p> <p>One Advanced Writer's Workshop, ENG 491, 292, or 493 3</p> <p>ENG 397 Young Adult Literature 3</p> <p>One course in Advanced Grammar, Linguistics, or History of the English Language ENG473-475, or FCE 473 3</p> <p>One Creative Writing Elective 3</p> <p>ENG 495 The Writer's Craft 3</p> <p></p> <p></p>	(36)	
Current Adolescent Inclusive Pedagogy Preparation Sequence				English Adolescent Education Pedagogy Preparation Sequence (Proposed)		
PSH 484: Adolescence	3			EDI 4XX Adolescent Development	3	
PRO 370: Health & Drug Education	1			EDI 3XX Classroom Management (coreq with EDI 465)	1	
EDI 413: Intro to Special Education	3			EDI 409: Intro to Special Education	3	
EDI 431: Language Skills I	3			EDI 431: Language Skills I	3	
EDI 445**: Inclusive Middle Level Teaching in English	3			EDI 445**: Inclusive Middle School Teaching in English	3	
EDI 414**: Special Education Methods	3			PRO 4XX **Phase 1 Field Experience (coreq with EDI 445)	1	
EDI 432: Language Skills II	3			EDI 432: Language Skills II	3	
EDI 430: Education and Society	3		I, W, Y	EDI 430: Education and Society	3	I, W, Y
EDI 465**: Methods of Teaching Secondary English	3			EDI 465**: Inclusive High School Teaching in English	3	
EDI 419: Assessment in Special Education	3			PRO 4XX ** Phase 2 Field Experience (coreq with EDI 465)	1	

EDI 475: Practicum and Seminar ¹	12			EDI 475: Seminar PRO 4XX Practicum ¹	3
				One of the following: EDI 421: <i>The Bilingual Child</i> EDI 422: <i>TESOL Materials & Techniques</i> FCE 473: <i>Linguistics for Second Language Acquisition</i>	9
				EDI Elective	3
Modern Language (2 courses): 111-level & 112 level English (2 courses, ENG 112 or above)	6	R		Modern Language (2 courses): 111-level & 112 level ENG 112: College Composition ENG 210: Introduction to Creative Writing	6
Mathematics (2 courses, MTH 111 or above)	6	M		Mathematics (MTH 111 or above)	3
Science (2 courses, at least one with a lab; choose from AST, BIO, CHM, NAS 273, PHS 100 +, ESC 110+, GEL 100, or GEP 115+)	6	N, L		Science, one with Lab (Recommended: NAS 273 [L] and either BIO 111 [L] or NAS 371)	7
Social Studies (3 courses): American History (HST 211, 212, or HST 110) and one from ANT, ECN, SOC 100 level or above, HST 130 (non-majors), HST 201, PLS 111, or GEL 100.	6	(var.)		Social Science 6 credits	6
	(73)				(67)
				Remaining General Education Requirements	
GEP 100: Academic Planning Seminar	1			GEP 100: Academic Planning Seminar	1
Fine Arts	3	F		Fine Arts	3
	(4)			Electives needed for 120 credits	var
Total credit hours	113 credits				120 credits

* 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 "C" or higher is required for ENG 303.

**Requires 50-hour field placement.

† Full-time, full-semester student teaching.

Sample 4-year plan: English Adolescence Education major

Course Number & Title	Credits	New	Fulfills
ENG 112: College Composition	3		College Composition, Q, EHD - English cognate
Modern Language 111	3		R
GEP 100	1		APS
MTH 112	3		M & EHD – science cognate
ECN 100	3		S & EHD – science cognate
WMS 201	3		EHD-social studies cognate
Term credit total:	16		

Course Number & Title	Credits	New	Fulfills
ENG 320 Viking Sagas	3		ENG
EDI 4XX Adolescent Development	3	X	EHD – Adolescent psychology
Modern Language 112	3		R
ENG 322 Victorian Childhood/ ENG 305 Poetry Workshop	3		ENG
GE, Natural Science Course	3		N
Term credit total:	15		

Course Number & Title	Credits	New	Fulfills
EDI 445 Inclusive Middle School Methods in English	3		EHD
PRO 4XX Phase 1 Field Experience (50 hr)	1		EHD
EDI 431	3		EHD
Fine Arts elective	3		F/P
ENG 322 Shakespeare/ ENG Creative Writing Elective	3		ENG
Elective	3		ENG
Term credit total:	16		

Course Number & Title	Credits	New	Fulfills
FCE 473 Linguistics of 2 nd Language	3		EHD
ENG 472 Lit. Capstone/ ENG 495 Writer's Craft	3		EHD
Major Elective	3		ENG

Course Number & Title	Credits	New	Fulfills
ENG 210: Creative Writing	3		P, EHD – English cognate
PLS 210	3		S, EHD – Social studies cognate
BIO 111	4		L, EHD – Science cognate
ENG 223 Modern World Lit.	3		ENG
ENG 303 Intro. To Lit. Analysis	3		ENG
Term credit total:	16		

Course Number & Title	Credits	New	Fulfills
EDI 413	3		EHD
EDI 430	3		EHD I, W, Y
ENG 381 Pop Culture in Early America	3		ENG
ENG /WMS 386 Afric. Am. Women Writing\ Prose workshop	3		ENG
Elective	3		ENG
Term credit total:	15		

Course Number & Title	Credits	New	Fulfills
EDI 465 Inclusive High School Methods in English	3		EHD
PRO 4XX Phase 2 Field Experience (50 hr)	1		EHD
EDI 432	3		EHD
ENG 397 Young Adult Literature	3		ENG
ENG 400 level seminar/ ENG Advanced Workshop	3		ENG
Major Elective	3		ENG
Term credit total:	16		

Course Number & Title	Credits	New	Fulfills
EDI 475 Seminar	3		EHD
PRO 4XX Practicum	9		EHD

ENG 473 Linguistics/ History of English Language (as elective)	3	ENG						
EDI Elective	3	EHD						
Term credit total:	15						121	
[Credit max - 126]		GenEd credits = 32 EDI cognates not counted in GenEd=3 EDI credits = 40 Discipline Credits = 36 Elective= 10 Total Credits = 120 as shown above						
Program Total:								

Conclusion

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

The College at Brockport, State University of New York
Department of Education and Human Development
EDI 3xx – Adolescent Development

Instructor: xxx Fall 2018
Office Phone: xxx Email: xxx
Office Address: 277 Albert W. Brown Building Twitter: xxx
Office Hours: xxx

I. Course Catalog Description

This course will explore social, cultural, and developmental perspectives on adolescence and youth. It will provide students with theoretical resources for understanding adolescence and approaches to analyze young people's experiences and positions in multiple contexts. We will unpack the common conceptions of this stage of human development within both research and public contexts. We will also explore youth cultures and the ways that youth use, transform, and are represented in popular culture and contemporary media. Lastly, students will use their understandings developed in this course to construct a classroom management plan and rationale.

II. Objectives and Rationale

The objectives of this course are:

1. To critically examine the contexts (social arrangements, institutions, research, media, etc.) in which youth are constructed and represented.
2. To acquire skills and knowledge about methods for studying and interpreting evidence gathered from adolescents during their everyday life experiences.
3. To develop a classroom management plan and rationale.

III. Texts and Materials

All readings will be available on Blackboard.

IV. Grading and Evaluation

Analytic postings on Blackboard (10 posts required)	30%
Group Project on Youth Culture	
Interview with youth (including interview protocol & write up)	10%
Resource guide on topic	10%
Presentation and class facilitation	10%
Class participation (including leading discussions)	10%
Classroom Management Plan	15%
Conceptual Unit	15%

Total 100%

Graduate Level Grading Scale

Teacher candidates must achieve \geq C+ in all EDI undergraduate courses in order to continue in their program.

Grade	Percentage	Level of Accomplishment
A=	95 – 100%	Highest Level of Work, Exemplary
A- =	90 – 94	Better Than Average Work
B+=	87 – 89	
B=	83 – 86	Average Work
B- =	80 – 82	
C+=	77 – 79	Minimum Level of Passing
C=	73 – 76	Unsatisfactory Work
C- =	70 – 72	
D+=	67 – 69	
D=	63 – 66	
D- =	60 – 62	
E=	\leq 59%	

Analytic postings on Blackboard 30%

As a way to document your engagement with course material and stimulate dialogue, each student will post **10 blackboard entries** to the discussion board over the course of the semester. Postings *addressing the course readings* are **due by 10:00 pm the night before the class**, and should be about 500 words in length (1 single-spaced page).

In each posting, you should:

1. Briefly summarize the key points from the readings for that class (no more than a paragraph).
□
2. Offer comments and reflections on the readings. You might include a quote that you found □ particularly interesting or provocative. What does it mean? How did the readings relate to one another, to other work you've read in this course or others, or to experiences you've had with youth? What surprised you/what were you curious about after the readings? □
3. Generate 2-3 substantive questions based on the readings, to serve as a basis for class discussion. □

These reflections will serve as starting points for our conversations in class. Be sure to bring a hard copy to class to refer to during class discussions. Students are strongly encouraged to read the postings prior to class.

Group Project on Youth Culture 30%

For this project you will work in pairs or groups of three to choose a topic about youth action on which you will begin to gain familiarity and expertise. You will also make a presentation for the class and provide us a “resource guide” which can point us all to further resources on your topic. Topics will be brainstormed in the whole class, and decided on by groups, in consultation with the instructor.

Some class time will be devoted to working on these projects, but this project will also require out-of-

class meetings and work.

As a group you will:

1. Decide on a topic related to adolescent development and youth culture (with the instructor's guidance) □
2. Assemble resources from social science research and other scholarly sources, popular culture, local community-based sustainability-focused organizations serving youth, schools, policy publications, etc. □
3. Interview youth (1-4) who can provide insight into your topic. (Interview questions should be submitted to instructor for feedback prior to conducting the interview.) You should audio-record your interview so that you can transcribe/take notes from the recording. [This will be discussed in more detail prior to arranging and conducting interviews] □
4. A write-up (2-3 pages) of what you learned from the interview, a brief discussion of how the interview informed your knowledge of and questions about the topic, and reflections on the interview process is due when you are scheduled to present on your topic.
5. Compose a resource guide to be distributed to the class that will introduce some key issues about the topic and point us to further sources of information. The interview write-up and resource guide are due on Blackboard the day of your presentation. Resource guides should include:
 - a. An overview of the topic and its relevance/importance to the lives of youth (2-3 pages, □with citations). This overview should be informed by the information you've gathered in the annotated bibliography. □
 - b. An annotated bibliography of resources related to your topic (including research publications, popular cultural texts, policy documents, websites, etc.) [5-8 academic publications, and at least 5 additional references] □
6. Make a presentation to the class about your topic, sharing what you are learning about the issues from both the research and reading/viewing you have done and your interview(s). The question guiding your presentation could be, "How do the resources we have included help us, the youth and youth workers we interacted with, and our class understand your topic?" Also plan to engage the class by facilitating a discussion that helps us all grapple with the topic, and makes connections to course readings and content [45 minutes total for presentation and discussion facilitation].

Class participation (including leading discussions) 10%

This course is designed as a seminar. All students are expected to come to class having thoroughly read the material and prepared to participate actively in class discussions and projects. Attendance and engagement is required and necessary for us to thrive as a classroom community. Students will also be asked to co-facilitate one seminar during the semester.

Classroom Management Plan 15%

Develop a plan that integrates the concepts of adolescent development with the creation of a positive learning environment based on course readings, information from guest speakers, and personal observations in your field experience.

Conceptual Unit 15%

Create a poster(digital or paper) that illustrates the concepts of youth development and how that relates to the middle school environment. The poster must include the characteristics of an effective middle school classroom, the key ingredients of instruction, and an introduction to a conceptual unit plan with a listing of the lessons. The development of the conceptual unit is a group activity. Your group must agree on the concept and the lessons to be taught. Each person in the group will teach a lesson within the unit to the whole class. The conceptual unit will be submitted electronically AND shared in class. The format for sharing the lesson is up to the individual student.

V. Research Help

The Drake Memorial librarians have developed an Education Research Guide, available at <http://brockport.libguides.com/education>, to help you with various aspects of educational research. The guide includes suggestions for finding articles and books, citing sources, and developing a research paper.

Mr. Logan Rath serves as the librarian for education and is willing to assist you with your research and education technology needs. Logan's office is Room 119, Drake Memorial Library. He can be reached at lrath@brockport.edu or 585-395-2568.

VI. Attendance Policy

The student is responsible for all assigned course work and cannot be absolved of his/her responsibility. When enrolled in a particular course, the student is obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences, excused or not, do not alter this responsibility.

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-). Tardiness will be considered a factor in assessing attendance: three tardy arrivals = one unexcused absence.

Absences will be excused for (a) documented illnesses (proof must be provided within one week of the absence), (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Excuses for the official representation of the College must be obtained from the official supervising the activity or event.

Please note that YOU ARE RESPONSIBLE for providing me with a copy of your documentation that I will keep in my files. Simply showing me the documentation is not enough – nor is an e-mail explaining that you will not be in class considered documentation. I must have a hard copy of the documentation for the absence to be marked as excused.

Student objections to an application of an instructor's attendance policy must be pursued through the Attendance Appeals Process.

VII. 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.

VIII. Disability Statement

Students with documented disabilities may be entitled to specific accommodations. The College at 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 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.

IX. Title IX compliance

Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at www.brockport.edu/titleix/index.html. Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Policies at www.brockport.edu/policies/index.php.

X. Drop/Withdrawal Policy

Drop deadline is Tuesday, September 27, 2016 at 5 PM. After this date, you can leave this course during the *withdrawal period*, which ends Friday, November 4, 2016 at 5 PM. Students must submit a withdrawal form to the Registrar's Office. During the *late withdrawal period*, which ends Friday, December 2, 2016 at 5 PM, students may withdraw for extraordinary, documented circumstances by permission of the department chair, Dr. Szilágyi. *Drop and withdrawal dates for 1st and 2nd quarter classes* can be found at <https://www.brockport.edu/registrar/dates>

XI. Professional Education Unit (PEU) Conceptual Framework

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit (PEU). 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 the Council for the Accreditation of Educator Preparation (CAEP) 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.

XII. 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 at <http://www.brockport.edu/policies/index.php>.

XIII. Assignments

Topic	Class Date	Readings	Assignments Due
Beginnings	August 29	Finders, M. J. (1998). Raging hormones: Stories of adolescence and implications for teacher preparation. <i>Journal of Adolescent & Adult Literacy</i> , 42(4), 252-263.	
Biology of puberty	September 5	Peper, J. S., & Dahl, R. E. (2013). The teenage brain surging hormones—brain-behavior interactions during puberty. <i>Current directions in psychological science</i> , 22(2), 134-139. Hollenstein, T., & Loughheed, J. P. (2013). Beyond storm and stress: Typicality, transactions, timing, and temperament to account for adolescent change. <i>American Psychologist</i> , 68(6), 444-455.	
Home and social life	September 12	Williams, T. T., & Sánchez, B. (2012). Parental involvement (and uninvolvement) at an inner-city high school. <i>Urban Education</i> , xx-xx. Bradley, R. H., Pennar, A. L., & Glick, J. (2016). The home environments of adolescents whose parents legally immigrated to the United States: Findings from the New Immigrant Survey. <i>Journal of Child and Family Studies</i> , 25(9), 2695-2709.	
Peer rejection, bullying, and social networking	September 19	Salmivalli, C. (2010). Bullying and the peer group: A review. <i>Aggression and violent behavior</i> , 15(2), 112-120. Hong, J. S., & Espelage, D. L. (2012). A review of research on bullying and peer victimization in school: An ecological system analysis. <i>Aggression and violent behavior</i> , 17(4), 311-322.	
Stress, anxiety, and sleep	September 26	Wit, D. J. D., Karioja, K., Rye, B. J., & Shain, M. (2011). Perceptions of declining classmate and teacher support following the transition to high school: Potential correlates of increasing student mental health difficulties. <i>Psychology in the Schools</i> , 48(6), 556-572. Owens, J., Au, R., Carskadon, M., Millman, R., Wolfson, A., Braverman, P. K., ... & Murray, P. J. (2014). Insufficient sleep in adolescents and young adults: an update on causes and consequences. <i>Pediatrics</i> , 134(3), 921-932.	
Youth Culture	October 3	Readings TBD	

Identity and self-esteem	October 10	Blackburn, M.V. (2005). Agency in borderland discourses: Examining language use in a community center with Black Queer youth. <i>Teachers College Record Volume 107</i> (1), pp. 89-113.	
Identity and self-esteem	October 17	Tatum, B.D. (1997). <i>Why are all the black kids sitting together in the cafeteria?</i> New York: Basic Books. [Chapters 4 and 6]	
Gender & sexuality	October 24	Brown, L. M. and Tappan, M. B. (2008). Fighting like a girl; fighting like a guy: Gender identity, ideology, and girls at early adolescence. <i>New Directions for Child and Adolescent Development</i> , 120, 47-59. Way, N. (2004) Intimacy, desire, and distrust in the friendships of adolescent boys. In N. Way and J.Y. Chu (Eds.) <i>Adolescent boyhood: Exploring the diverse cultures of boyhood</i> . New York: New York University Press.	
Characteristics of adolescence and Implications for Practice	October 31	http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/455/Developmental-Characteristics-of-Young-Adolescents.aspx https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain_(18_min_video) http://harvardmagazine.com/2008/09/the-teen-brain.html	
What it means to be a teacher	November 7	https://www.ted.com/talks/malcolm_london_high_school_training_ground http://csue402.weebly.com/uploads/8/6/2/3/8623935/it_all_came_down_to_this.pdf https://www.youtube.com/user/docchat	
Understanding the unique needs of your students	November 14	https://www.ted.com/talks/clint_smith_how_to_raise_a_black_son_in_america https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful http://www.medialit.org/reading-room/media-literacy-national-priority-changing-world#bio	
Conceptual Unit	November 21	Presentations of Conceptual Unit	
	November 28	THANKSGIVING	
Conceptual Unit	December 5	Presentations of Conceptual Unit	
Final Exam	December 14	Final exam	

