



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

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Resolution 2021-22 #49  
**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.*)

RECEIVED  
  
JUN 01 2022  
  
SUNY Brockport  
Office of the President

SUBJ: *SSB Complete* (#33\_21-22 UC)

Implementation Effective Date\*\*: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: 5/17/22  
*(Dr. James Spiller, 2021-2022 College Senate President)*

Signed: \_\_\_\_\_ Date: 5/16/22  
*(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. James Spiller, 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: 6/1/22  
*(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





**SUNY  
BROCKPORT**

**COLLEGE SENATE RESOLUTION  
PROPOSAL COVER PAGE**

**DEADLINE FOR SUBMISSIONS: January 31**

**For full consideration during the academic year**

- 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).

**Title of Proposal in Title Style**

Update History Social Studies Adolescence Education degree program.

Routing Number <small>Routing # assigned by Senate Office</small>	33_21-22UC
This Proposal Replaces Resolution	70 2017-18

**Brief Description of Proposal**

Specifically, update the list of courses that will fulfill the one 3-credit course requirement for "social and behavioral sciences" in the 12-credit Social Sciences Distribution as required by accreditor feedback, while renaming it the Social Studies Distribution. The other three 3-credit courses in that distribution remain unchanged and are in Economics, Geography, and Political Science. Major courses in History, Distribution courses, and EDI/PRO courses together prepare students in this major to become certified 7-12 Social Studies teachers. In addition, retitle the program as "History & Social Studies Adolescence Education" and make PRO 370: Health and Drug Education for Teacher Candidates (1 credit) required.

**Effect on Transfer Students if Applicable**

There is no effect on transfer students.

**Proposer Information**

Anne Macpherson, History, 395-5683, [amacpher@brockport.edu](mailto:amacpher@brockport.edu)

**Senate Office Use Only**

<input type="checkbox"/> Executive Committee <b>Standing Committee</b> <input type="checkbox"/> Equity, Diversity and Inclusion Committee <input type="checkbox"/> Engagement & Enrollment Planning & Policies <input type="checkbox"/> Faculty & Professional Staff Policies <input type="checkbox"/> General Education & Curriculum Policies <input type="checkbox"/> Graduate Curriculum & Policies <input type="checkbox"/> Student Policies <input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	Forwarded To	Dates Forwarded
	Standing Committee	12/17/2021
	<del>Executive Committee</del>	
	<del>Senate</del>	
	<del>Passed GED's go to Vice Provost</del>	
	<del>College President</del>	
	<del>OTHER</del>	
	REJECTED -WITHDRAWN	
<b>NOTES:</b>		

## College Senate Curriculum Proposal Form

Please check:

Undergraduate    Graduate    Combined Degree Program    Accelerated Program

### Department/Major:

Department of History/major in History Social Studies Adolescence Education (SSE), grades 7-12 with grades 5-6 extension

### Title of Proposal:

Update History Social Studies Adolescence Education major in response to accreditation feedback. Specifically, update the list of courses that will fulfill the one 3-credit course requirement for "social and behavioral sciences" in the 12-credit Social Sciences Distribution, while renaming it the Social Studies Distribution. The other three 3-credit courses in that distribution remain unchanged and are in Economics, Geography, and Political Science. Major courses in History, Distribution courses, and EDI/PRO courses together prepare students in this major to become certified 7-12 Social Studies teachers. In addition, retitle the program as "History & Social Studies Adolescence Education" and make PRO 370: Health and Drug Education for Teacher Candidates (1 credit) required.

### Rationale:

The National Council of Social Studies accreditors reviewed Brockport's Spring/Summer 2020 SPA report and conditionally re-accredited the SSE major through Spring 2022 while asking for the course options for the "social and behavioral sciences" requirement to be updated. NCSS does not give a definition of "social and behavioral sciences" but one NCSS reviewer provided an example of a generic institution that had students choose between Intro to Sociology and Cultural Anthropology. Faculty and staff from the Department of History and the Professional Education Unit discussed and agreed on the 18 courses from AAS, ANT, DCC, HST, PSH, SOC, and WMS listed in this proposal. There are two advantages to having a broad array of courses for students to choose from. First, from the College's point of view, this spreads out demand across courses that are already taught at least semi-regularly and means that no new sections of any one course need to be offered. (It thus gives students greater choice and allows Delta College students to count a course they are taking anyway.) Second, the list of courses was developed also to strengthen SSE majors' ability to work effectively with diverse student populations as measured via the Educating All Students certification exam. Chairs of the relevant Departments were asked to approve inclusion of their courses on the choose-from list; their letters are at the end of the proposal, as is one from the Chair of Education and Human Development, which partners with History to deliver this degree program. Additionally, "Social Studies Distribution" more accurately conveys the purpose of this 12-credit distribution: to prepare SSE majors to teach the New York State Social Studies curriculum, which includes Geographic Reasoning and 12<sup>th</sup> grade Economics and Politics and Issues in Government. This title will avoid confusion with the General Education Social Science category.

Retitling the program “History & Social Studies Adolescence Education” clearly conveys to prospective and current students and their families, and to any future employers, that the student has completed all coursework for the separate History major as well as for grades 7-12 Social Studies teacher certification.

PRO 370 is already recommended to SSE majors via advisement. Making it required ensures that the two mandatory workshops included in the course are financial aid eligible. The course description is included in this proposal.

**A Side-by-Side Comparison of the Current and New Program** (credit hours must be included for each course and totaled in clear tabular form). Identification of Pre-Requisites as

Existing Program	
Course Number/Title	Credits

Proposed Revised Program	
Course Number/Title	Credits

appropriate.

History Coursework (=HST major)		History Coursework (=HST major)	
<b>Mandatory Core:</b>			
HST 201 and 202 - World History	6	HST 201 and 202 - World History	6
HST 211 and 212 - US History	6	HST 211 and 212 - US History	6
<b>Research methods</b>		<b>Research Methods</b>	
HST 390 Research Methods (Prerequisites: 3 of the Mandatory Core courses)	3	HST 390 Research Methods (Prerequisites: 3 of the Mandatory Core courses)	3
<b>Area History Courses:</b>		<b>Area History Courses:</b>	
European History: one course from the following list:  HST 335 The Roman Empire HST 336 Medieval Europe HST 337 Early Modern Europe HST 343 History of the Soviet Union HST 346 Renaissance and Reformation HST 347 Europe's Long 19 <sup>th</sup> Century HST 349 Europe in the 20 <sup>th</sup> Century HST 359 European Women	3	European History: one course from the following list:  HST 335 The Roman Empire HST 336 Medieval Europe HST 337 Early Modern Europe HST 343 History of the Soviet Union HST 346 Renaissance and Reformation HST 347 Europe's Long 19 <sup>th</sup> Century HST 349 Europe in the 20 <sup>th</sup> Century HST 359 European Women	3
Asian History – one course from the following list:  HST 360 Silk and Swords: Great Eurasian Empires HST 361 History of Japan: From Samurai to Godzilla HST 385 Asian Civilizations to 1600 HST 386 Opium to Hiroshima HST 487 Asian Survey	3	Asian History – one course from the following list:  HST 360 Silk and Swords: Great Eurasian Empires HST 361 History of Japan: From Samurai to Godzilla HST 385 Asian Civilizations to 1600 HST 386 Opium to Hiroshima HST 487 Asian Survey	3

<p>Latin American History – <u>one</u> course from the following list or HST 438 by advisement:</p> <p>HST 375 Born in Blood and Fire: Latin America in the Age of Conquest and Empire  HST 376 Modern Latin America  HST 438 Women and Gender in Latin America and the Caribbean</p>	3	<p>Latin American History – <u>one</u> course from the following list:</p> <p>HST 375 Born in Blood and Fire: Latin America in the Age of Conquest and Empire  HST 376 Modern Latin America  HST 438 Women and Gender in Latin America and the Caribbean</p>	3
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African or Middle Eastern History – <u>one</u> course from the following list: AAS 320 Pre-Colonial Africa HST 321 Modern Africa HST 341 Mid East Crisis HST 363 Islam HST 365 Medieval Islamic Civilization	3	African or Middle Eastern History – one course from the following list: AAS 320 Pre-Colonial Africa HST 321 Modern Africa HST 341 Mid East Crisis HST 363 Islam HST 365 Medieval Islamic Civilization	3
Advanced American History – ( <u>one</u> from each category; at least one must be research intensive): HST 416 The Invasion of America, 1492-1744 HST 418 The Early Republic: America 1789-1848 HST 420 America, Centennial to Pearl Harbor or HST 421 America Since 1929 And another approved 400-level US History course	6	Advanced American History – ( <u>one</u> from each category; at least one must be research intensive): HST 416 The Invasion of America, 1492-1744 HST 418 The Early Republic: America 1789-1848 HST 420 America, Centennial to Pearl Harbor or HST 421 America Since 1929 And another approved 400-level US History course	6
EDI 468 Teaching Social Studies Inclusively (from AISS Phase II)	3	One upper-division History elective	3
<b>Total History credits</b>	<b>36</b>	<b>Total History credits</b>	<b>36</b>
<b>Education coursework</b>		<b>Education coursework</b>	
EDI 459: Adolescent Development	3	EDI 459: Adolescent Development	3
EDI 331: Classroom Management	1	EDI 331: Classroom Management	1
EDI 409: Teaching Students with Special Needs Across the Curriculum	3	EDI 409: Teaching Students with Special Needs Across the Curriculum	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 448: Inclusive Middle Level Teaching in Social Studies	3	EDI 448: Inclusive Middle Level Teaching in Social Studies	3
		PRO 370: Health and Drug Education for Teacher Candidates	1
PRO 430: Field Experience I	1	PRO 430: Field Experience I	1
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 and Society	3	EDI 430: Education and Society	3
EDI 468: Teaching Social Studies Inclusively	3	EDI 468: Teaching Social Studies Inclusively	3
PRO 431: Field Experience II	1	PRO 431: Field Experience II	1
EDI 475: Seminar in Adolescence Inclusive Generalist Ed	3	EDI 464: Seminar in Adolescence Inclusive Generalist Ed	3
PRO 433: Practicum in Adolescence Inclusive Generalist Ed	9	PRO 433: Practicum in Adolescence Inclusive Generalist Ed	9
<b>Total education credits</b>	<b>36</b>	<b>Total education credits</b>	<b>37</b>

<b>Social Science Distribution</b>		<b>Social Studies Distribution</b>	
ECN 100 or ECN 202 ESC 102	3	ECN 100 or ECN 202 ESC 102	3

PLS 113 One of the following: ANT 301, HST 310, HST 313, SOC 210, or any other course on African-American history or society.	3 3 3	PLS 113 One of the following for the social and behavioral sciences requirement: AAS 104: Institutional Racism AAS/HST 234: Puerto Rico and Puerto Ricans: Colony, Nation, Race, Diaspora AAS/SOC/WMS 271: Gender, Race, and Class AAS/HST 313: Slavery in the Antebellum South AAS/SOC 314: The Black Family AAS/HST/WMS 478: Gender and Race in Modern America ANT 201: Intro to Cultural Anthropology ANT 301: Indigenous Issues in Native North America DCC 315: Global Development HST 310: American Indian History HST/WMS 328: Women in America HST 357: Modern American Dream – Economics and U.S. Society and Culture HST/WMS 358: Family and Social Change in American History PSH 332: Social Psychology (PSH 110 pre-req) SOC 100: Intro to Sociology SOC 210: Social Problems SOC 220: Social Psychology WMS 201: Little Women to Riot Grrls: Girls' Studies	3 3
<b>Total Social Science Credits</b>	<b>12</b>	<b>Total Social Studies Credits</b>	<b>12</b>

<b>Remaining General Education credits (language 112 required for certification)</b>		<b>Remaining General Education credits (language 112 required for certification)</b>	
Modern Language (2 courses): 111-level	3	Modern Language (2 courses): 111-level	3
112 level	3	112 level	3
Gen Ed English Comp ENL 112	3	Gen Ed English Comp ENL 112	3
Gen Ed Quantitative Skills	3	Gen Ed Quantitative Skills	3
Gen Ed Natural Science	3	Gen Ed Natural Science	3
Gen ED Natural Science with Lab	4	Gen ED Natural Science with Lab	4
GEP 100-Academic Planning Seminar	1	GEP 100-Academic Planning Seminar	1
Fine Arts (one w/performance)	6	Fine Arts (one w/performance)	6
<b>Total GenEd Credits</b>	<b>26</b>	<b>Total GenEd Credits</b>	<b>26</b>
<b>Electives for Graduation</b>	<b>10</b>	<b>Electives for Graduation</b>	<b>9</b>
<b>Total Program Credit Hours</b>	<b>120</b>	<b>Total Program Credit Hours</b>	<b>120</b>

### Catalog Course Descriptions of Courses on the Social and Behavioral Sciences list

#### AAS 104 Institutional Racism (A,D,S)

Pursues three major goals designed to enhance students' intellectual understanding of racism. Familiarizes students with the history and development of racist institutions in America. Engages students in an examination of the structure or "anatomy" of contemporary race relations in its



interconnections with racial stereotypes and prejudice. Explores the psychological dimensions of racism, that is, how racism manifests itself in individual and group contexts. 3 Cr. *Every Semester.*

AAS 271 Gender, Race and Class (A,D,S,W)

*Cross-listed as WMS 271 and SOC 271.*

Examines the intersecting socio-political forces of gender, race and class, and how these forces interact. Looks at how these forces affect individuals, and individual and social responses to these forces. Investigates the history of efforts to end discrimination, and the ways these efforts translate into issues of current concern in the US. 3 Cr.

AAS 313 Slavery in the Antebellum South (A)

*Cross-listed as HST 313.*

Provides a study of some of the dynamics of slavery in the South between 1800 and 1860. Examines firsthand accounts of observers and the political, economic and racial implications of this system. Compares US plantation slavery to other slave systems in the Americas. Encourages students to borrow from the disciplines of anthropology, sociology, literature, economics, as well as from political and intellectual history. 3 Cr.

AAS 314 The Black Family (A)

*Cross-listed as SOC 314.*

Provides a study of the socio-cultural, political and economic conditions that afflict black family life. Confronts the pejorative tradition as the primary modality for examining black family life; and explores the African antecedents and continuities that have influenced the black family in the US. 3 Cr. *Fall.*

AAS 478 Gender and Race in Modern America (A)

*Cross-listed as HST and WMS 478.*

This reading seminar will focus on ideas about, and the lived experiences of, gender and race from Reconstruction (1865) to the present. This course explores the intersections of race, gender, and sexuality and examines a multiplicity of themes affecting differing women's lives. Discussions will include a focus on the historical social construction of gender, the impact of race, sexuality, reproduction, work, education, media, material condition (class), and women's agency. 3 Cr.

ANT 201 Introduction to Cultural Anthropology (A,O,S)

Introduces basic concepts of cultural anthropology by relating them to pressing local and worldwide problems. Includes topics such as the relationships between people and their environments; the impact of technological modernization on traditional cultures; and the practical applications of anthropology in cross-cultural communication, health, economic development and ecology. 3 Cr. *Every Semester.*

ANT 301 Indigenous Issues in Native North America (A,I,S)

Examines key contemporary issues, problems, and prospects of Indigenous peoples and territories in the United States and Canada (a.k.a. Native Americans, First Nations, Inuit, and Metis), using anthropological frameworks of culture and power. Topics include colonization, oppression, human rights, environmental degradation, cultural and linguistic revitalization. Emphasizes Indigenous Native American voices and perspectives. 3 Cr.

DCC 315 Global Development (A) – only for Delta College students

*Prerequisite: DCC 215.*

Expands an understanding of modern global history and the processes of modernization and development, which serve as a continuation of the various modes of social science inquiry. Engages students in a semester-long examination of a current theme or conflict facing the world community and promotes collaborative group-work. Emphasizes scholarly research, informal and formal presentations, individual and co-authored written work, and participation in the annual Delta College World Conference. 3 Cr.

HST 234 Puerto Rico and Puerto Ricans: Colony, Nation, Race, Diaspora (A,D,H,W)

*Cross-listed as AAS 234.*

Explores through interactive lecture and discussion Puerto Rico as a Spanish and U.S. colony and homeland/patria for millions, and the Puerto Rican diaspora. Through films, music, and documents students analyze struggles that yielded evolving systems of power, patterns of resistance, and identities, especially in terms of race and gender. Develops skills in critical reading, analysis, discussion of historical texts and debates, and writing. 3 Cr.

HST 310 American Indian History (A)

Provides an overview of the history of North America's native people from the pre-Columbian period to present day. Addresses the diversity and commonalities of Indian culture and experience, the consequences of Indian-European contact, the nature of Indian-European relations and the evolution of Indian identity. 3 Cr.

HST 328 Women in America (A,W,Y)

*Cross-listed as WMS 328.*

Focuses on the changing history of American women, including the intersections of gender and sexuality with ethnicity, race, immigration, and class. We analyze cultural images of American women, as well as individual and organized resistance to conventional definitions of womanhood as well as contemporary issues, including employment, reproductive freedom, and anti-racism. 3 Cr.

HST 357 Modern American Dream: Economics and U.S. Society & Culture (A,I)

Examines the critical influence of economics on American society and culture since the late 19th century. Looks at the modernization of agriculture, industry, and labor, the emergence of mass consumption, the economics of foreign policy, and the influence of economics on race, gender, ethnic, and class relations during this period. In short, examines the many factors that influenced how people imagined and strived for the "American Dream" of economic success. 3 Cr.

#### HST 358 Family and Social Change in American History (A,W)

*Cross-listed with WMS 358.*

Focuses on family structures and strategies, challenges to patriarchal families, and changing views of marriage and motherhood. Includes consideration of Native-American, black and immigrant experiences. Explores issues such as the impact of the women's rights movement on families and working mothers, single parenting, and alternative family structures. 3 Cr.

#### PSH 332 Social Psychology (A)

*Prerequisite: PSH 110.*

An examination of the ways in which social factors affect the thoughts, motivations, and behaviors of individuals. Topics covered include: the self, social perception, social cognition, attitudes and persuasion, stereotyping and prejudice, social influence, interpersonal attraction, group processes, helping behavior, and aggression. Current research, theories, methodologies, and applications are emphasized. 3 Cr.

#### SOC 100 Introduction to Sociology (A,S)

Introduces the sociological perspective on society. Explores patterns of human behavior and interaction, including systems of inequalities, the meanings and rules that shape human social activities, the organization of social life and ways in which individual human beings are incorporated into and prepared for social interaction. 3 Cr. *Every Semester.*

#### SOC 210 Social Problems (A,D,S)

Explores the links between private problems and social issues, arguing that both are consequences of how our society is organized. The course focuses on the structural inequalities and cultural forces contributing to problems and addresses potential solutions. The course also emphasizes the interdependent nature of many social problems, as well as the larger global context within which many of these problems are located. 3 Cr.

#### SOC 220 Social Psychology (A,S)

Focuses on the social forces that influence people's beliefs, behaviors, and feelings. These forces range from small group and interpersonal interaction to larger social structures (e.g., social class system) and cultures (e.g., the language available to us). Drawing from sociological social psychology theory and research, major topics explored include socialization, social cognition, self-concept formation, emotions, and interpersonal interaction, among others. 3 Cr.

### WMS 201 Little Women to Riot Grrls: Girls' Studies (A,D,H,W)

Introduces students to the interdisciplinary field of Girls' Studies. Surveys the construction of girlhood from infancy through the college years as read in history, literature, and social theory with a focus on contemporary girlhood realized across person and place. Examines social constructions of girlhood, media representations of girls/young women, and girls' lived experiences. Considers ways girls use writing, art, and activism to define their lives and create their identities. *3 Cr.*

### PRO 370 Health and Drug Education for Teacher Candidates (B)

Fosters childhood, adolescence, and physical education teacher candidates' awareness of personal health, safety, nutrition and other factors that affect students' readiness to learn. Enhances skills used to create a learning environment free of alcohol, tobacco and other drugs, and which foster the health and learning of all students. Provides Schools Against Violence Education (SAVE) Legislation Certification and Child Abuse Detection Training. Every semester. *1 cr. 1 Cr. Every Semester.*

**Admission Requirements & Exit Requirements** if applicable – if not applicable write NA:

#### **Admission to the Program**

Students entering the college must meet SUNY System Board of Trustees additional requirements for admission to teacher preparation programs by one of the following pathways:

#### **First Year Students Criteria**

- High School GPA of a B or better or
- High School Rank in top 30% or
- SAT (Evidence-Based Reading and Writing+Math) > 1140 or
- ACT > 24 or
- Brockport GPA > 3.0 based on at least 12 credits

#### **Transfer Students Criteria**

- High School GPA of a B or better or
- High School Rank in top 30% or
- SAT (Evidence-Based Reading and Writing+Math) > 1140 or
- ACT > 24 or
- Transfer GPA > 3.0 based on at least 12 credits or
- Brockport GPA > 3.0 based on at least 12 credits

**Program Requirements** if applicable – if not applicable write NA:

See side-by-side tables above.

**Course Revision(s):** Please describe changes for each course as well as methods for assessment if applicable

**Resource Implications and Estimated Costs:** (Personnel, Supplies, Labs, Technology...):

This change will not incur any costs. All courses in the expanded choose-from list are offered at least semi-regularly. By dispersing enrollment of SSE majors across multiple suitable courses, no additional sections of any one course will be needed. PRO 370 can accommodate the slight increase in demand.

**Other Supporting Information:** (if applicable)

The review of student learning outcomes assessment data indicated that 100% of teacher candidates between 2016-2019 met minimum grade requirements for courses in social and behavioral sciences. However, NCSS reviewers indicated there is a lack of alignment between our current selection of courses and their content standards for social and behavioral sciences. The updated selection of courses will ensure teacher candidates attain content knowledge required to teach, as defined by NCSS standards.

- The current “social and behavioral sciences” choose-from list is mistakenly rendered at <https://brockport.edu/academics/catalogs/2021/programs/history-adolescence-social-studies-inclusive-major.html> as “ONE course in American History or Society from Degree Audit list (3 credits)” and the degree audit list has also not consistently matched what the Senate created. This proposal before the Senate will cement actions taken by the Department of History to correct these errors.

**Attach Course Description Form for New Courses**

**Attach Letters of Support from Chair; Dean; Cooperating or Affected Departments or Offices (if applicable); Dissenting letters if applicable**



# SUNY BROCKPORT

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December 3, 2021

Dear Senate Undergraduate Curriculum and Policies Committee,

The Department of History is putting forward these twin proposals to update our two undergraduate degree programs in Social Studies Education: the single-certification **History Social Studies Adolescence Education 7-12 (SSE)** and the dual-certification **Adolescence Social Studies Inclusive Generalist Education 7-12 (SSI)**. Each has a grades 5-6 extension as an option for students.

Unlike other Adolescence programs, **both SSE and SSI** have a cluster of courses in addition to those in Gen Ed, the major and in Education and Human Development. These are the four 3-credit courses collectively called the Social Sciences Distribution, which we are proposing to rename the Social Studies Distribution. The choices of Political Science, Economics, and Geography courses remain unchanged. We are updating the choose-from list of courses in SSE and SSI for what the National Council of Social Studies terms the “social and behavioral sciences” requirement. The new list has been developed with the approval of Mr. Keith Nobles, the PEU’s Assessment Officer.

In the single-certification SSE degree program we are also proposing to change the program title to “**History & Social Studies Adolescence Education**” and to make PRO 370 required.

In the dual-certification SSI degree program we are proposing two further updates:

- We are proposing to retitle the program so bring it into alignment with the title of the single-certification program and into alignment with the titles of other dual-certification adolescence programs. I have consulted extensively with Mr. Will Ruiz, the Certification Officer in the PEU, who assures me that changing from “Adolescence Social Studies Inclusive Generalist Education” to “**History & Social Studies Adolescence Inclusive Generalist Education**” is acceptable to NYSED. This change will communicate to students and to their future employers that they have completed all coursework for the separate History major as well as for Social Studies and Students with Disabilities 7-12 certification.
- We are proposing to update the choose-from list for SSI majors’ Science generalist courses. GEP115 no longer exists – it is now ESC/PHS 115 – and “GEP+” is simply a mistake as there never were any other GEP courses that could count for Science generalist requirements. CHM 171 and 260 are being excluded on the advice of Mr. Ruiz, as they are designed for students interested in forensic science and from the health science majors. GEL options are broadening.

Sincerely,

Anne S. Macpherson, Chair



# SUNY BROCKPORT

Department of Education  
and Human Development

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*To:* Senate Undergraduate Curriculum Committee  
*From:* Dr. Christian Wilkens, Chair, Department of Education & Human Development  
*Re:* History department proposals to update majors in adolescence social studies education (SSI & SSE)

*Date:* December 15, 2021

Please accept this letter in support of the Senate proposals submitted by the Department of History that would update both the dual-certification (SSI) and single-certification (SSE) majors in history and adolescence social studies education.

The proposed revisions were outlined at regular meetings of the Department of Education & Human Development on October 26<sup>th</sup> (SSE) and December 15<sup>th</sup> (SSI), and faculty in EHD affirmed support for the proposed changes.

The updates address in part feedback Brockport received from the National Council for the Social Studies (NCSS), and clarify course taking in the social and behavioral sciences. The set of courses included in these proposals is substantive and useful, and I am optimistic NCSS will see it the same way. These curricular updates are important, and a major rationale for moving these updates smoothly and quickly forward.

Two other benefits that I see on review:

1. The inclusion of PRO 370 in the SSE major; this 1-credit course covers two needed workshops for teacher candidates (Identifying and Reporting Child Abuse and Maltreatment: Mandated Reporter Training & School Violence Prevention and Intervention)
2. Adjusted names for the majors (insertion of an ampersand / &) should enable easy location of the majors for potential students and families (who may be looking for either "History" or "Social studies"), and should signal value for anyone interested.

Thank you for your consideration – I'd be glad to speak with the committee at any time if useful!

**Dr. Christian P. Wilkens**  
Chair and Associate Professor of Education



# SUNY BROCKPORT

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16 December 2021

Prof. James Spiller President  
College Senate

Dear Prof. Spiller,

I have reviewed and support the changes to the Adolescence Social Studies Inclusive Generalist Education Major, submitted by Dr. Anne Macpherson. The proposal is to change the program title and update the choice for courses in the social studies distribution and the sciences. These changes in part are in response to accreditation feedback and have been vetted by multiple individuals, including the Chair of the Department of Education and Human Development. The proposed change will allow for greater flexibility on the part of students pursuing the degree program.

Please note that these changes will not increase resources needed for implementation. Note, too, that this proposal developed by Dr. Macpherson is supported by a number of departments.

Thank you very much.

Sincerely,

Jose Maliekal Dean





The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

**Department of African and African-American Studies**

To whom it may concern:

As the Chair of the Department of African and African-American Studies, I am in full support of the History Adolescent Social Studies Education Major.

Sincerely,

Douglas H. Thomas  
Associate Professor and Chair  
African and African-American Studies



**SUNY**  
**BROCKPORT**  
Department of Anthropology

October 7, 2021

**RE: Support letter for Department of History/major in History Adolescence Social Studies Education (SSE)**

To the College Senate Undergraduate Curriculum Committee,

I am writing as chair of the Department of Anthropology to confirm that we support Anthropology courses being included in the list of courses that will fulfill the one 3-credit course requirement for "social and behavioral sciences" in the 12-credit Social Sciences Distribution. Broadening the array of courses to be included in the social science distribution, like anthropology and sociology as the accreditation feedback noted, will be beneficial, as it will strengthen student's ability to work with a diverse student body.

Thank you and if you have any questions please feel free to contact me.

Sincerely,

Jennifer Ramsay, Ph.D.  
Associate Professor and Chair  
Department of Anthropology  
The College at Brockport  
State University New York  
350 New Campus Drive  
Brockport, NY, 14420  
jramsay@brockport.edu  
(w) 585-395-5706



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

Delta College Office

December 3, 2021

To College Senate:

I write to endorse the proposal by the History department that DCC 315 Global Development should be included in the "choose from" list of courses to satisfy the social and behavioral sciences requirement for the Social Studies (Inclusive) Education major. I understand that only Delta students can take DCC 315 Global Development.

DCC 315 Global Development has been and will continue to be offered every spring.

Sincerely,



Melanie Riley  
Associate Director & Academic Coordinator



Department of

**Psychology**

**SUNY BROCKPORT**

Dear Members of the Committee,

I write to offer my support for the proposed update to the History Adolescence Social Studies Education Major. We are happy to have our course PSH 332 Social Psychology included as one of the courses that will fulfill the 3-credit course requirement for "social and behavioral sciences" in the 12-credit Social Sciences Distribution.

If you have any questions, please contact me.

Sincerely,

*Amanda R. Lipko-Speed*

Amanda R. Lipko-Speed

Associate Professor, Chair of the Department of Psychology



**SUNY**  
**BROCKPORT**

Department of Sociology

October 8, 2021

To College Senate:

I write to endorse the proposal by the History department to update the History Adolescence Social Studies Education major (single teacher certification in 7-12 Social Studies) and the proposal to update the Adolescent Social Studies Inclusive Generalist Education major (social studies + special education dual cert). The Sociology Department has the capacity and staffing to ensure that the elective offerings in sociology that will support these two proposals are offered on a regular basis. These courses include:

SOC 100: Introduction to Sociology  
SOC 210: Social Problems  
SOC 220: Social Psychology  
SOC/WMS/AAS 271: Gender, Race & Class, and  
SOC/AAS 314: The Black Family

Each of these classes is, and will continue to be, offered regularly.

Sincerely,

Denise A. Copelton,  
Professor & Department Chair

Copelton, Denise (dcopelto)  
Fri 10/8/2021 10:56 AM  
Letter-Support-HISTORY-ED proposals-10-08-2021.docx  
Anne:

My letter is attached. Unfortunately, I am not set up with an electronic signature. I hope this email will suffice to verify the authenticity of the letter.

-Denise  
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The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

Department of Women and Gender Studies

November 21, 2021

To College Senate:

I write to endorse the proposal by the History department to update the History Adolescence Social Studies Education major (single teacher certification in 7-12 Social Studies) and the proposal to update the Adolescent Social Studies Inclusive Generalist Education major (social studies + special education dual cert). The Department of Women and Gender will offer WMS 201: *Little Women to Riot Grrls: Girls' Studies* as regularly as is possible given our current budget situation. When we do offer it we will have the capacity to accommodate the needs of History Adolescence Social Studies Education and Adolescent Social Studies Inclusive Generalist Education majors.

Sincerely,

Milo Obourn  
Professor, English and Women & Gender Studies  
Chair, Department of Women & Gender Studies  
SUNY Brockport  
350 New Campus Drive  
Brockport, NY 14420