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 senate@brockport.edu
 brockport.edu/collegesenate

Resolution 2019-20 #12
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: **Modification Mathematics with Adolescent Ed.** (#11_19-20UC)

Implementation Effective Date**: Fall 2020

Signed: *James P. Zollweg* Date: 3/9/2020
 (*Dr. James Zollweg, 2019-2020 College Senate President*)

Signed: *Eileen Daniel* Date: 3/6/2020
 (*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 Zollweg, 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: *Heidi Macpherson* Date: 3/20/2020
 (*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>	11_19-20UC <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 dlamphro@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 Mathematics with Adolescence (7-12) Education with Grades 5 and 6 Extension.

2. **BRIEF DESCRIPTION OF PROPOSAL:**

A new and streamlined major in Mathematics preparing students to teach the subject to adolescents in the 21st century classroom.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? __ NO _X_ 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 2020

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>

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

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Rebecca Smith	Mathematics	395-5183	rsmith@brockport.edu

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

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	10/10/19
<input type="checkbox"/> 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:

Background and Significance

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., Mathematics), students also have to prepare for certification to teach Students with Disabilities (SWD) as a Generalist (SWD-Generalist).

As replacements, we are proposing two new majors in Mathematics. One major is to prepare students for Initial Certification as a Mathematics teacher (single certification major) in grades 7 to 12 with extension to teach the subject in grades 5 and 6 and another major that prepares students for Initial Certifications in both Mathematics and SWD-Generalist (dual certification major) in grades 7 to 12 with extension to teach Mathematics in grades 5 and 6. This proposal is for creating the single certification major, which requires no more than 120 credits, and meets SED's requirements. 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 Mathematics 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 addition 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) and sharing responsibilities, including, but not limited to accreditation, advisement, assessment, and recruitment. Informed by the best practices, the aforementioned responsibilities will be shared equitably between the Department of Education and Human Development (EHD) and the Department of Mathematics.

Recruitment, Retention, and Completion

The Major in Mathematics Adolescence Education includes 36 credits of EDI/PRO courses and 43 credits to complete the Mathematics Content Core. 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 electives (126 total.) This curriculum meets the requirements for initial certification as outlined by SED for Adolescence 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 Mathematics Adolescence Education will allow students to prepare for the Mathematics CST without having to take courses related to the SWD Generalist certification.

The major in Mathematics Adolescence Education will offer students the opportunity to focus their time and money to complete a program of study to teach Mathematics 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 a Mathematics teacher. We support any student who chooses to gain certification to teach students with disabilities; as such, we are also submitting a parallel proposal for a new Mathematics Adolescence Inclusive Education major to provide students that certification option.

Best Practice

The standard at most other SUNY comprehensive colleges is to prepare students to be an Adolescent Education teacher in a discipline by offering programs of study through the academic departments responsible for specific disciplines. In so doing, discipline-specific departments collaborate closely with education departments. Oswego is the only SUNY comprehensive college that has structured its adolescent certification programs through the Department of Education rather than through discipline-specific departments. A distinct minority of SUNY comprehensive colleges (only two) require students preparing for adolescent certification to complete a major in a discipline (e.g., Mathematics) and an education major — the double major model. Currently, Brockport students preparing for teacher certification are required to complete a major in a discipline (e.g., Mathematics) and pedagogy courses as well as other requirements through a two-step process. This approach, too, has fallen out of favor in recent years, as only one or two SUNY Comprehensive colleges are adhering to it. Note, too, that The College at Brockport is the only SUNY comprehensive college that requires preparation for the Students with Disabilities CST of every student preparing for certification to be an Adolescent Education teacher. In other words, the trend in SUNY comprehensive colleges is to house adolescence programs in departments offering the disciplinary majors and such departments to collaborate closely with education departments.

Curriculum Rationale and Goals

The new major we are proposing will streamline the adolescence teacher certification in mathematics, so that students may better plan their academic careers and the College may better market its programs to prospective students. The proposed major meets the minimum requirements mandated by the State Education Department (SED) for single certification, including a major of at least 30 semester hours in the cognate area, pedagogical core, field experiences, new P-12 learning standards, new P-12 assessments, new pre-service teacher evaluations, and an entirely new portfolio of required teacher certification exams.

The proposed major has an additional flexibility, in that students who may opt out of pursuing teaching certification will be well positioned to complete the Mathematics major within four years. This is because the existing major is contained within the proposed major with Adolescence Education. Students will simply need to take care to meet General Education and upper division credit requirements that would have been covered by the coursework required for Adolescence Education.

Moreover, the proposed new major takes into account SUNY Seamless Transfer Path requirements, making it transfer friendly.

Students will have an advisor in the Department of Mathematics 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. 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>.

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>.

Mathematics Content Core

All MTH courses required by either the traditional track or the statistics track. (Students completing the actuarial track must earn at least a C in all MTH courses required by the statistics track.)

CSC 203

Pedagogical Core

All EDI courses

All PRO courses

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

Current Adolescence Inclusive education program for Mathematics majors in the Traditional track			Mathematics with Adolescence Education Major (proposed)		
Prefix, number & course title	Credit hours	Gen Ed Codes	Prefix, number & course title	Credit hours	Gen Ed Codes
MTH 201, 202, 203 (Calculus I, II, III; 12 credits) MTH 255 (Differential Equations; 3 credits) MTH 281 (Discrete Math I; 4 credits) MTH 324 (Linear Algebra; 3 credits) MTH 346 (Probability and Statistics I; 3 credits) MTH 425 (Modern Algebra; 3 credits) MTH 432 (College Geometry; 3 credits) MTH 457 (Real Analysis; 3 credits) MTH 4?? (Three 400-level math electives; 9 credits)	43	M	<u>Courses in MTH</u> MTH 201, 202, 203 (Calculus I, II, III; 12 credits) MTH 255 (Differential Equations; 3 credits) MTH 281 (Discrete Math I; 4 credits) MTH 324 (Linear Algebra; 3 credits) MTH 346 (Probability and Statistics I; 3 credits) MTH 425 (Modern Algebra; 3 credits) MTH 432 (College Geometry; 3 credits) MTH 446 (Probability and Statistics II; 3 credits) MTH 457 (Real Analysis; 3 credits) MTH 4?? (Two 400-level math electives; 6 credits)	43	M
CSC 203 (Fundamentals of Computer Science I; 4 credits)	4		<u>Computer Science co-requisite</u> CSC 203 (Fundamentals of Computer Science I; 4 credits)	4	
Prerequisite: CSC 120 (Intro to Computer Science; 4 credits) or prior programming experience***	0-4		<u>Prerequisite:</u> CSC 120 (Intro to Computer Science; 4 credits) or prior programming experience***	0-4	
			<u>Pedagogy courses</u>	36	
PSH 484: <i>Adolescence Psychology</i>	3		EDI 4xx (EHD Adolescent Development)	3	
PRO 370: <i>Health & Drug Education</i>	1		EDI 3xx (EHD Classroom Management)	1	
EDI 413: <i>Intro to Special Education</i>	3		EDI 409: <i>Teaching Students with Special Needs Across Curriculum</i>	3	
EDI 431: <i>Language Skills I</i>	3		EDI 431: Teaching Literacy in Middle & High School Content Areas I	3	
EDI 446**: <i>Inclusive Middle Grades Math Pedagogy</i> (Includes field experience)	3		EDI 446**: Inclusive Middle School Teaching in Mathematics	3	
EDI 414**: <i>Special Education Methods</i>	3		PRO 4XX ** Phase 1 Field Experience (coreq with EDI 446)	1	
EDI 432: <i>Language Skills II</i>	3		EDI 432: Teaching Literacy in Middle & High School Content Areas II	3	
EDI 430: <i>Education and Society</i>	3	I, W, Y	EDI 430: <i>Education and Society</i>	3	I, W, Y
EDI 466**: <i>Teaching Upper Grades Math Inclusively</i> (Includes field experience)	3		EDI 466**: Inclusive High School Teaching in Mathematics	3	
EDI 419: <i>Assessment in Special Education</i>	3		PRO 4XX ** Phase 2 Field Experience (coreq with EDI 466)	1	
EDI 475: <i>Practicum and Seminar</i> [†]	12		EDI 475: <i>Seminar</i>	3	
			PRO 4XX Practicum [†]	9	
Modern Language (2 courses): 111-level & 112 level	6	R			
English (2 courses, ENG 112 or above)	6	(var)			

Mathematics (2 courses, MTH 111 or above)	-	M			
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+)	7-8	L			
Social Studies (2 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.	6	(var.)			
Gen Ed as needed	10+ (native students) 0+ (transfers)		Gen Ed as needed Native students will need: 2 Sciences* (at least one with lab) 2 Humanities* 2 Social Sciences* 2 Fine Arts* (at least one with performance) Modern Language 111 and 112 (111 may be tested out of) ENG 112 GEP 100 *At least one of these should include Diversity, more is better	32-35 (native students) 15-18+ (transfers)	
Electives as needed for GenEds or 120-credit total	(var.)	(var.)	Electives as needed for GenEds or 120-credit total	(var.)	(var.)
Possible CSC prerequisite credits	4		Possible CSC prerequisite credits	4	
Total required credit hours to complete the Mathematics Major, Traditional Track and Inclusive Adolescence Education Concentration	112		Total required credit hours to complete the Mathematics with Adolescent Education major	83	
Total required credit hours with General Education (native students)	122		Total required credit hours with General Education (native students)	115-118	
Total required credit hours with General Education (transfer students)	112		Total required credit hours with General Education (transfer students)	98-101	
			Total required for degree completion	120-122	

**Requires 50-hour field placement.

*** The course CSC 120 is not a program requirement. However, the computer programming background of the typical incoming student necessitates completing CSC 120 prior to attempting the required course CSC 203.

† Full-time, full-semester student teaching.

Sample 4-year plan: Mathematics with Adolescent Education major

Term 1:				Term 2:			
Course Number & Title	Credits	New	Fulfills	Course Number & Title	Credits	New	Fulfills
ENG 112: <i>College Composition</i>	3		College Composition, Q,	Humanities w/Diversity	3		H, D
Modern Language 111	3		R	MTH 202 Calculus II	4		MTH, M
GEP 100	1		APS	MTH 281 Discrete Math I	4		MTH
MTH 201 Calculus I	4		MTH, M	CSC 203 Fundamentals of Comp Sci	4		MTH
CSC 120 Intro to Computer Science*	4		prereq	Modern Language 112	3		R
Term credit total:	15			Term credit total:	18		
Term 3:				Term 4:			
Course Number & Title	Credits	New	Fulfills	Course Number & Title	Credits	New	Fulfills
Humanities	3		H	Fine Art with performance	3		P
EDI 4XX	3	X	EHD – Adolescent Development	Social Science	3		S
Social Science w/Diversity	3		S,D	Lab Science	4		L
MTH 203 Calculus III	4		MTH	MTH 255 Differential Equations	3		MTH
MTH 324 Linear Algebra	3		MTH	MTH 346 Prob and Stats I	3		MTH
Term credit total:	16			Term credit total:	16		
Term 5:				Term 6:			
Course Number & Title	Credits	New	Fulfills	Course Number & Title	Credits	New	Fulfills
EDI 431	3		EHD	EDI 466 <i>Inclusive High School Teaching in Math</i>	3		EHD
EDI 446 <i>Inclusive Middle School Teaching in Math</i>	3		EHD	PRO 4XX <i>Phase 2 Field Experience (50 hr)</i>	1	X	EHD
PRO 4XX: <i>Phase 1 Field Experience (50 hr)</i>	1	X	EHD	EDI 3XX <i>Classroom Management</i>	1	X	EHD
Fine Arts elective	3		F/P	EDI 432	3		EHD
MTH 432 <i>College Geometry</i>	3		MTH	MTH 457 <i>Real Analysis</i>	3		MTH
MTH 446 <i>Prob and Stats II</i>	3		MTH	MTH 4?? <i>Math Elective</i>	3		MTH
				EDI 430	3		EHD, I, W, Y
Term credit total:	16			Term credit total:	17		
Term 7:				Term 8:			
Course Number & Title	Credits	New	Fulfills	Course Number & Title	Credits	New	Fulfills
Science	3-4		N/L	EDI 475 <i>Seminar</i>	3		EHD
EDI 409 (15 hr FE)	3	X	EHD				
MTH 425 <i>Modern Algebra</i>	3		MTH				
MTH 4??	3		MTH	PRO 4XX <i>Practicum</i>	9		EHD
Term credit total:	12-13			Term credit total:	12		
Program Total:	[Credit max – 126]			Gen Ed outside of the discipline credits = 32 - 33 EDI credits = 36 Modern Language 112 credits = 3 Discipline Credits + CSC 203 = 47, Possible prerequisite* = 4, (Add electives if CSC 120 or Modern Language 111 is not needed) Total Credits = 122 - 123 (with CSC 120 and Modern Language 111) shown above			

The College at Brockport, State University of New York
Department of Education and Human Development
EDI 4xx – 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 = ≤ 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>.

