

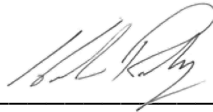
MEMORANDUM

TO: Zina Lawrence, Senate Chair
FROM: Havidán Rodríguez, President
DATE: May 27, 2020
SUBJECT: Senate Bill Approval

I am pleased to approve the following Senate Bill, which was recommended following approval by the University Senate Meeting at its meeting of

Senate Bill 1920-04:

PROPOSAL TO ESTABLISH A MINOR IN PRE-EDUCATION

Approved:  _____
Havidán Rodríguez, President

UNIVERSITY SENATE

**UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK**

Introduced by: Undergraduate Academic Council
University Policy and Planning Council

Date: April 22, 2020

Proposal to Establish a Minor in Pre-Education

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached program proposal as submitted by the School of Education and approved by UAC and UPPC.
2. That this takes effect for the Fall 2020 semester.
3. That this proposal be forwarded to President Havidán Rodríguez for approval.

University at Albany – School of Education

Course and Program Action Form

Proposal No. 2020-504

Please check one: Course Proposal Program Proposal

Please mark all that apply:

<input type="checkbox"/>	New Course (Attach Syllabus)	Revision of:	<input type="checkbox"/>	Number	<input type="checkbox"/>	Description
<input checked="" type="checkbox"/>	New Program		<input type="checkbox"/>	Title	<input type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Cross-Listing		<input type="checkbox"/>	Credits	<input type="checkbox"/>	
<input type="checkbox"/>	Shared-Resources Course		<input type="checkbox"/>	Grading		
<input type="checkbox"/>	Deactivate/Activate Course (boldface & underline as appropriate)		<input checked="" type="checkbox"/>	Other		<u>New Minor</u>

Department: School of Education Effective Semester, Year: Fall 2020

Course Number: Current: _____ New: _____ Credits: _____

Minor Title: Pre-Education Minor

Course Description to appear in Bulletin:

Students are required to complete a minimum of 18 credits of coursework to include:

Required (15 credits)

ETAP 201 or ETAP 212, EPSY 200, ECPY 360, EPSY 390, ETAP 403 or EEPL 300

Electives (3 credits):

EEPL 120, EEPL 300, ESPE 369, EEPL 400, EPSY 400, ETAP 403, ELTL 404, ETAP 404, EPSY 410, EPSY 420, EPSY 440, EPSY 441, ESPE 460, ESPE 463.

To declare this minor, students must apply to the School of Education through the Pathways Into Education Center and must have at least sophomore status with a UAlbany cumulative GPA of 3.0 or better. Transfers must have completed at least one semester at UAlbany. Human Development majors and Educational Studies minors cannot declare this minor.

Prerequisites statement to be appended to description in Bulletin:

If S/U is to be designated as the only grading system in the course, check here:

This course is (will be) cross listed with: _____

This course is (will be) a shared-resources course with: _____

Explanation of proposal:

This minor will better guide students that desire to become teachers. The current education minor does not offer a clear curriculum for those that are interested in the field of teaching. Additionally, this minor will assist with both undergraduate and graduate recruitment (in essence the minor is “pre-ed” pathway to a post-baccalaureate teacher preparation program which we have).

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering (attach email or memo):

If this proposal is for an interdisciplinary program, please indicate the Department where the major/minor will be housed:

Chair of Proposing Department	Date	Administrative Manager or Department Secretary	Date
<i>Christy Smith</i>			
Chair(s) of Departments Having Cross Listed Course	Date	Assistant Dean, School of Education	Date
		Christy Smith	<i>02/7/2020</i>
Chair of Academic Council	Date	Dean of Undergraduate or Graduate Studies	Date
<i>Kimberly Colvin</i>	<i>02/7/2020</i>		

Required (15 credits):

E TAP 201 Exploring Teaching as a Profession (3)

Review and exploration of contemporary education with a major focus on the secondary school. Emphasis on concepts of schooling, changing role of teachers, restructuring schools, and teaching as a career. Examine theories of teaching and learning for the purpose of challenging assumptions about today's schools and extending expectations concerning tomorrow's schools.

Or

E TAP 212 Teachers' Lives (3)

This course is a case-based examination of teachers' lives. We will explore and analyze teachers' lives from the perspective of changes in the struggles, rewards, responsibilities, and realities of teaching with respect to such things as historical era, gender, culture, content area and grade level taught. Goals are to develop an understanding of the realities of the varied lives of teachers; engage in critical thinking and analysis; and gain experience and expertise in examining and synthesizing the cause and effect of change (and stability) in teachers' lives in general.

AND

E PSY 200 Introduction to Educational Psychology (3)

Introduction to learning, individual differences, motivation, cognitive and socio-emotional human development, and theories of intelligence, and their relevance to a variety of learning contexts. Only one of E PSY 200 and T EPS 200 may be taken for credit.

AND

E CPY 360 Psychology, Cultural Diversity, & Social Justice (3)

This course will examine several aspects of diversity as it relates to U.S. culture and society. Moreover, the course will examine and explore the psychological effects of various types of oppression (i.e., racism, heterosexism, and classism) as they impinge upon specific communities within the U.S. and individuals within those communities. In addition, this course will include topics related to social justice and advocacy related to the improvement and empowerment of marginalized groups studied. The course will incorporate various sources of knowledge and content to provide a comprehensive perspective on the multiple layers of cultural diversity represented in U.S. culture. These sources include readings, class discussions, video presentations, experiential activities, and guest lecturers.

AND

E PSY 390 (formerly E EDU 390) Community Service Projects (3)

Special projects involving education-related community activities and supporting study, as approved by the dean or designee of the School of Education. Educational Studies minor students must complete E EDU/ E PSY 390 for a minimum of 3 credits and may repeat the course for a maximum of 6 credits. Registration preference is given to students who have selected Educational Studies as the minor, with seniors having preference over juniors. Prerequisite(s): E PSY 200 or T EPS 200, permission of instructor; must be at least a second semester sophomore. *S/U* graded.

AND

E TAP 403 Issues in Urban Education (3)

This course focuses on the social, political, and economic conditions that impact schools serving inner city urban communities in the United States. Although schools in urban communities differ considerably and should not be stereotyped, they all face a number of similar challenges that may be linked to changing urban conditions — as well as challenges that may result from the interplay of diverse stakeholders— administrator, teachers, parents, community/school activists concerned about the academic achievement, retention, and graduation of youth served in urban school environments.

Or

E EPL 300 (formerly E APS 300) Social Foundations of Education (3)

Inquiry into educational policies, purposes, and ideas based upon the resources and insights of the humanities and the social sciences. Prerequisite(s): junior or senior class standing.

Electives (3 credits):

E EPL 120 (formerly E APS 120) Toleration (3)

Interdisciplinary study of the theory, practice, and problems of tolerance. Stressing the historical origins of, the theoretical justifications for, and the sociopolitical conditions conducive to tolerance as well as those factors impeding it.

E SPE 369 Special Education for Students with Emotional and Behavioral Problems (3)

Presentation of theoretical positions, assessment techniques; planning procedures, and teaching methods relevant to students with emotional and behavioral disorders. Emphasizes current educational practice in the least restrictive environment. Prerequisite(s): junior or senior standing.

E EPL 400 (formerly E APS 400) United States Educational Governance, Policy, and Administration (3)

Historical and current trends in educational governance, policymaking, and administration. Analyses of K-12 and higher education issues at the federal, state, and local levels. Special emphasis on education reform issues specific to New York State.

E PSY 400 The Psychology of Instruction and Learning (3)

Investigation of theories, models, principles, and strategies of instruction based on psychological understandings of human learning that can inform the design of effective learning environments. Prerequisite: E PSY 200.

E LTL 404 (formerly E RDG 404) Children's Literature (3)

Students read and respond to multiple genres of children's literature, including nonfiction texts, across both print and electronic platforms. Topics include: supporting and appreciating students' complex responses to literature; analyzing the symbiotic relationship of words and pictures in visual texts; using technology to promote literary understanding; and meeting the standards by designing literature instruction informed by critical literacy perspectives.

E TAP 404 Teaching in Urban Schools: Strategies for Implementing the New York State Learning Standards (3)

An examination of effective instructional strategies for meeting the New York State Learning Standards in urban schools. The course will review the Learning Standards, demonstrate pertinent strategies that may be appropriate in urban schools, and provide practical experiences in developing lesson plans. Subject area will vary.

E PSY 410 Academic Self-Regulation and Motivation (3)

This course will explore self-regulated learning, motivation, and related concepts. Course topics will include theories and research as well as applications to educational contexts.

E PSY 420 Child and Adolescent Development (3)

Theory and research in social, emotional, physical, and intellectual development and its application to instruction. Emphasis on the late childhood through middle adolescence. Prerequisite(s): junior or senior standing.

E PSY 440 Introduction to Assessment & Measurement (3)

This introductory course will address the construction, evaluation, and selection of educational and psychological assessments. Topics of study will include reliability, validity, item writing, summative and formative classroom assessments, grading, rubrics, score interpretation and use (including norm- and criterion-referencing), and social issues related to testing. Prerequisite(s): junior or senior class standing.

E PSY 441 Social Issues in Testing (3)

Social issues related to the use of tests for critical employment, admissions, and competency decisions. Considers legal, ethical, and psychometric aspects of such issues as test bias, open admissions, privacy, and truth-in-testing. Prerequisite(s): junior or senior standing.

E SPE 460 Introduction to Human Exceptionality (3)

Characteristics of individuals whose cognitive, physical, or emotional development differs from typical individuals. Special education history and laws are discussed, as is the process leading to the development of individualized education plans and special education services. Selected strategies for students with special needs are also presented. Prerequisite(s): junior or senior standing.

E SPE 463 Introduction to Autism Spectrum Disorders (3)

This course will cover the nature and etiology of autism spectrum disorders (ASD). Characteristics of children with ASD in the areas of cognition, language, socialization, behavioral, sensory, and academic skills will be discussed. Instructional strategies and research on current evidence-based strategies and their implementation in the school setting will be examined. Prerequisite(s): junior or senior class standing.

4/13/20 KCW