New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

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| --- | --- |
| **Title of Proposal** | **Integrating Teacher Performance Assessment (TPA) into the Teacher Preparation Development Seminar Course** |
| **Date** | **1/23/2024** |
| **Major or Minor** | **Major** |
| **Proposer’s Name** | **Euisuk Sung** |
| **Department** | **Career and Technology Teacher Education** |
| **Date of Departmental Meeting in which proposal was approved** | **1/23/2024** |
| **Department Chair Name** | **Dr. Hon Jie Teo** |
| **Department Chair Signature and Date** |  |
| **Academic Dean Name** | **Dr. Maureen Archer** |
| **Academic Dean Signature and Date** |  |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | New York State has introduced a new evaluation requirement for teacher education called TPA (Teacher Performance Assessment). As a result, the course, EDU 4601, will need to modify its syllabus and credit hours to implement TPA. The aim of TPA is to develop the essential skills that prospective teachers must have as teachers. However, additional training is required to implement it, and a modification of the syllabus is necessary.  **Revision 1:**  ~~EDU 4601 Professional Development Seminar~~  ~~1 cl hr, 1 cr~~  ~~A series of seminars that accompany the student teaching experience. Seminar topics focus on both the student teaching experience and a broad range of educational issues which form the basis for student reports and reflective essays. The course provides the forum for instruction on special topics mandated in the Regents standards for preparing classroom teachers including identifying and reporting suspected child abuse or maltreatment; preventing child abduction; preventing alcohol, tobacco and other drug abuse; providing safety education; and providing instruction in fire and arson prevention.~~  *Prerequisites: EDU 3681, EDU 2362; Corequisite: EDU 4872*  **EDU 4602 Teacher Preparation Development Seminar**  3 cl hrs, 3 crs  A series of seminars that accompany the student teaching experience and TPA. Seminar topics focus on both the student teaching experience and a broad range of educational issues which form the basis for student reports and reflective essays. Students complete their teacher performance assessment and develop a professional teaching portfolio in order to demonstrate their learning. This course also covers special topics and workshops mandated by New York State Law and the Regents Standards including Dignity for All Student Act, Child Abuse, and School Violence Intervention and Prevention for Preparing Classroom Teachers.  *Prerequisites: EDU 3681, EDU 2362; Corequisite: EDU 4872*  **Revision 2**  Bachelor of Science in Technology Teacher Education Degree Requirement  ~~PHYS 1111 Principles of Science I (LPS) or~~  ~~PHYS 1433 General Physics I: Algebra Based (LPS, WI) or~~  ~~PHYS 1443 General Physics I: Calculus Based (LPS, WI), 4~5 credits~~  ~~PHYS 1112 Principles of Science II (SW) or~~  ~~PHYS 1434 General Physics II: Algebra Based (SW, WI) or~~  ~~PHYS 1442 General Physics II: Calculus Based (SW, WI), 4~5 credits~~  PHYS 1111 and PHYS 1112 are 8 credits of science. This proposal will use two credits to be transferred to EDU 4602 and six credits will remain and be associated with the SW and LPS.  Scientific World (SW) 3 credits  Life and Physical Sciences (LPS) 3 credits |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | **Revision 1: EDU 4602 Teacher Preparation Development Seminar**  In April 2022, the New York State Board of Regents introduced a new assessment method for teacher education known as the Teacher Performance Assessment (TPA) as a mandate. This replaced the previous edTPA exam and is a multi-measure assessment designed to evaluate whether teacher education students possess the pedagogical knowledge and skills required by the NYS teaching standards. To implement TPA effectively, a preservice teacher education course needs to support in developing lesson plans, building constructive learning environments, and evaluating their students' progress. TPA also requires additional activities such as videotaping and analyzing students' lessons are needed. Currently, the course EDU 4601 offers guidance and implementation of TPA, but with only one credit hour, which is insufficient to cover all aspects of the assessment. Therefore, we propose increasing the credit hour of EDU 4601 from 1 to 3 with an increment of course number and explicitly including TPA in the course description and syllabus. To secure two credit hours, this modification proposes reducing the credit requirements of SW and LPS from 4 to 3 credit hours. The course modification will effect on both Technology Teacher Education B.S.Ed and Career and Technical Teacher Education programs.  **2. Scientific World (SW) and Life and Physical Sciences (LPS) to Replace Principles of Science I and II.**  As PHYS 1112 has been phased out from the General Education pathway, students who have completed PHYS 1111 are facing challenges in progressing to the next course in the sequence. Both PHYS 1434 and PHYS 1442 mandate the completion of PHYS 1433 and PHYS 1441 respectively as prerequisites. Furthermore, as technology education evolves from physics-focused industries such as manufacturing and construction towards computer-based topics, there's an increasing need to diversify and expand course options for students. Additionally, as the credit hours of EDU 4602 increases from 1 to 3, credit requirements for SW and LPS decrease from 4 to 3. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). |  |

**ALL PROPOSAL CHECK LIST**

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| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | V |
| * Rationale for proposal | V |
| * Date of department meeting approving the modification | V |
| * Chair’s Signature | V |
| * Dean’s Signature | V |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. |  |
| Documentation of Advisory Commission views (if applicable). |  |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). |  |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | V |
| Detailed rationale for each modification (this includes minor modifications) | V |

**Side by Side Comparison Chart**

| **Current TE BSEd Curriculum** | | | **Proposed TE BSEd Curriculum** | | |
| --- | --- | --- | --- | --- | --- |
| **General Education Required and Flexible Common Core (64 credits)** | | | **General Education Required and Flexible Common Core (62 credits)** | | |
| Course | Course Title | Credits | Course | Course Title | Credits |
| ENG 1101 | English Composition: English Composition I | 3 | ENG 1101 | English Composition: English Composition I | 3 |
| ENG 1121 | English Composition: English Composition II | 3 | ENG 1121 | English Composition: English Composition II | 3 |
| MAT 1275 or higher | College Algebra and Trig. | 4 | MAT 1275 or higher | College Algebra and Trig. | 4 |
| **~~PHYS 1111 or higher~~** | **~~Principles of Science I~~** | **~~4~~** | **Any LPS** | **Life and Physical Sciences (LPS)** | **3** |
| **~~PHYS 1112 or higher~~** | **~~Principles of Science II~~** | **~~4~~** | **Any SW** | **Scientific World (SW)** | **3** |
|  | World Culture and Global Issues | 3 |  | World Culture and Global Issues | 3 |
|  | US Experience in its Diversity | 3 |  | US Experience in its Diversity | 3 |
|  | Creative Expression | 3 |  | Creative Expression | 3 |
|  | Additional Flexible Common Core Course | 3 |  | Additional Flexible Common Core Course | 3 |
| SOC 1101 | Elements of Sociology | 3 | SOC 1101 | Elements of Sociology | 3 |
| PSY 1101 | Intro to Psychology | 3 | PSY 1101 | Intro to Psychology | 3 |
| COM 1330 or higher | Speech/Oral Communication: Public Speaking | 3 | COM 1330 or higher | Speech/Oral Communication: Public Speaking | 3 |
|  | Interdisciplinary Course | 3 |  | Interdisciplinary Course | 3 |
|  | Additional Liberal Arts | 3 |  | Additional Liberal Arts | 3 |
| MAT 1375 | Pre-calculus | 4 | MAT 1375 | Pre-calculus | 4 |
| PSY 2501/ EDU 2610 | Child and Adolescent Development | 3 | PSY 2501/ EDU 2610 | Child and Adolescent Development | 3 |
| PSY 3502/ EDU 3610 | Human Learning & Instruction | 3 | PSY 3502/ EDU 3610 | Human Learning & Instruction | 3 |
| SOC 2380 | Sociology of Education | 3 | SOC 2380 | Sociology of Education | 3 |
|  | Elementary Language l (ARB, ASL,CHN,FREN, SPA) | 3 |  | Elementary Language l (ARB, ASL,CHN,FREN, SPA) | 3 |
| LIB 1201 | Research and Doc. In the Information Age | 3 | LIB 1201 | Research and Doc. In the Information Age | 3 |
| **Program-specific degree requirements (63 credits)** | | | **Program-specific degree requirements (65 credits)** | | |
| EDU 2362 | Methods of Teaching in Career & Technology Teacher Ed. | 3 | EDU 2362 | Methods of Teaching in Career & Technology Teacher Ed. | 3 |
| EDU 2455 | Methods and Materials for Special Needs | 3 | EDU 2455 | Methods and Materials for Special Needs | 3 |
| EDU 3410 | Tech. Ed. Foundations & Curriculum Development | 3 | EDU 3410 | Tech. Ed. Foundations & Curriculum Development | 3 |
| EDU 3630 | Assessing Student Learning Outcomes | 3 | EDU 3630 | Assessing Student Learning Outcomes | 3 |
| EDU 3640 | Computers in Education | 3 | EDU 3640 | Computers in Education | 3 |
| EDU 3670 | Meth. Of Literacy Instruction in CTE | 3 | EDU 3670 | Meth. Of Literacy Instruction in CTE | 3 |
| EDU 3681 | Internship in Career & Technology Teacher Ed | 1 | EDU 3682 | Internship in Career & Technology Teacher Ed | 1 |
| ~~EDU 4601~~ | ~~Professional Development Seminar~~ | ~~1~~ | **EDU 4602** | **Teacher Preparation Development Seminar** | **3** |
| EDU 4871 | Supervised Student Teaching in Career & Tech Ed. | 6 | EDU 4872 | Supervised Student Teaching in Career & Tech Ed. | 6 |
| EDU 1400 | Design and Drafting I | 2 | EDU 1400 | Design and Drafting I | 2 |
| EDU 1420 | Construction Systems | 3 | EDU 1420 | Construction Systems | 3 |
| EDU 2400 | Design and Drafting II | 2 | EDU 2400 | Design and Drafting II | 2 |
| EDU 2410 | Survey of Technological Development | 3 | EDU 2410 | Survey of Technological Development | 3 |
| EDU 2440 | Manufacturing Systems | 3 | EDU 2440 | Manufacturing Systems | 3 |
| EDU 2460 | Communications Systems | 4 | EDU 2460 | Communications Systems | 4 |
| EDU 3400 | Technological Systems I | 3 | EDU 3400 | Technological Systems I | 3 |
| EDU 3420 | Electronic Systems | 4 | EDU 3420 | Electronic Systems | 4 |
| EDU 3440 | Transportation Systems | 3 | EDU 3440 | Transportation Systems | 3 |
| EDU 4480 | Principles of Engineering | 3 | EDU 4480 | Principles of Engineering | 3 |
| CST 2403 | Introductory C Language Programming | 3 | CST 2403 | Introductory C Language Programming | 3 |
| EDU 4440 | Electronic and Robotic Systems | 3 | EDU 4440 | Electronic and Robotic Systems | 3 |
| Total | | 123 | Total | | 123 |

**New York City College of Technology**

**Department of Career and Technology Teacher Education**

Course Number: **EDU-4602**  Title: Teacher Preparation Development Seminar

Credit Hours: 3 credits (3cl. hr.) Class Meeting Times:

Instructor: Classroom:

Email: Office:

Office Phone: Office Hours:

## Course Description

A series of seminars that accompany the student teaching experience and TPA. Seminar topics focus on both the student teaching experience and a broad range of educational issues which form the basis for student reports and reflective essays. Students complete their teacher performance assessment and develop a professional teaching portfolio in order to demonstrate their learning. This course also covers special topics and workshops mandated by New York State Law and the Regents Standards including Dignity for All Student Act, Child Abuse, and School Violence Intervention and Prevention for Preparing Classroom Teachers.

## PREREQUISITES: EDU 3682, EDU 2362, COREQUISITE: EDU 4872

## Learning Outcomes

Completion of EDU 4602 will enable candidates to:

1. satisfy the NYS-mandated training/workshops on:
   1. Detecting and Reporting Child Abuse and Neglect (2 hours)(CF #3, 5, 7);
   2. School Violence Prevention and Intervention (2 hours) (CF #3, 5, 7)
   3. Dignity for All Student Act (2 hours)
2. satisfy the NYS Teacher Performance Assessment (TPA) Requirements.

In addition, each student will be able to:

1. Develop a professional teaching portfolio that demonstrates competencies and skills and that can be used for job interviews and tenure preparation. (CF #1-7).
2. Develop a plan for individual professional and personal growth (CF #3, 6)
3. Reflect upon his/her field experience as a means of improving his/her professional practice (CF  #3, 6, 7)

## Course Materials

There are no textbooks or assigned reading materials for this course.

## Technology Requirements

The PowerPoint lecture presentations, assignments, quizzes, and rubrics for the course are located on the Brightspace site. To participate in learning activities and complete assignments, you will need:

* Access to a working computer that has a current operating system with updates installed.
* Microsoft Word or Google Docs as your word processing program; and
* Reliable data storage for your work, such as a Google Drive or Office365 OneDrive cloud storage.
* To be able to record and send videos on your phone or to check out a video camera from the department

## Attendance/Participation

* You will earn 0-10 points per class within the following guidelines. This policy begins in the first class.
* 10 points are awarded to students who are on time, stay on task, contribute to the overall class discussions, and complete all required activities during each class.
* 9-1 points are awarded for students who arrive late, do not stay on topic, and come to class unprepared to engage in class discussions.
* 0 points were awarded for absence from class.
* Students are allowed **no more than two (2) absences**. Absences in excess of this will lower the final grade by one full letter grade.
* All students should attend the class on time. Two late days represent one absence.

Please Note: **The instructor has the right to award any point value between 1-10 following the above guidelines.**

## Excused Absence

* An excused absence must be pre-approved by the instructor.
* Medical absences will only be awarded when the student provides a Drs. note based on appropriate situations.
* Only documented emergencies or unavoidable events will be excused.

## Course Assignments and Grading

| Assignment Weights | Percent |
| --- | --- |
| Class participation | 10% |
| Completion of Mandated Workshops | 5% |
| Video Feedback & Reflections | 25% |
| Final Project – Teaching Portfolio | 10% |
| Final Project – TPA Submission | 50% |
| Total | 100% |

## Grading System

100-93: A 92.9-90: A- 89.9-87: B+ 86.9-83: B 82.9-80: B-

79.9-77: C+ 76.9-73: C 72.9-70: C- 69.9-60: D Below 60: F

## Students With Special Needs

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Students Support Services (OSSS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from OSSS, which is located in Room A-P508. It is the student’s responsibility to initiate contact with the OSSS staff and to follow the established procedures to send the accommodation notice to the instructor.

## Course Schedule

|  |  |
| --- | --- |
| Week | Topics & Milestones |
| 1 | Student Teaching & CPAST (Task 6) Orientation; Introduction to the TPA & TPA tracking sheet |
| 2 | Intro to Task 1: Knowledge of Students and Context |
| 3 | Intro to Task 2: Instructional Planning |
| 4 | Intro to video annotation tool  *Deadline to schedule field observations & CPAST meetings*  *Task 1 Draft due* |
| 5 | Intro to Task 3: Culturally Responsive Teaching |
| 6 | Intro to Task 4: Assessment of Student Learning  *Task 2 Draft due*  *Task 4.A.1 Draft due* |
| 7 | Peer feedback on video clips  *Video Clip #1 due* |
| 8 | Intro to Task #5: Professional Responsibilities and Growth  *Video Clip Reflection #1 due* |
| 9 | Peer feedback on video clips  *Video Clip #2 due*  *Task 3 Draft due* |
| 10 | Mandated Reporter Workshop  *Video Clip Reflection #2 due* |
| 11 | Intro to Teacher Portfolios and digital portfolio tool  *Task 4 Draft Due* |
| 12 | Violence Prevention Workshop |
| 13 | Evaluation  *Task 6 Draft Due* |
| 14 | TPA Workshop & Support  *Teaching Portfolios Due* |
| 15 | Final Presentations of Teacher Portfolios  *Final TPA Submissions Due* |

Academic Integrity Pledge

I understand the value of personal integrity and ethical behavior in all aspects of my professional and personal life. By committing to honesty and personal responsibility, I earn respect and trust of others. As a student at New York City College of Technology, I recognize that the value of my education is not just being able to say I am a college graduate but also incorporating the skills, deals, and knowledge I have acquired. I thus commit myself to upholding academic integrity as an important aspect of my personal integrity. I understand that academic integrity includes:

1. Fully observing the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment, and the directions of the instructor.
2. Only turning in work that I have done myself, and not using unattributed work done by others. While working and studying with others can be an effective way to learn, submitted work will be my own.
3. Giving full and proper credit to sources and references, and acknowledging the contributions and ideas of others, in my academic work.

*I have read and understand the Academic Integrity Policy found in the New York City College of Technology College Catalog*

Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course, section \_EDU 4602, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Modified from the Marquette University Honor Code, PB, RB; AM; 12/23/20