**DATE:** November 18, 2024

**TO:** Professor Elizabeth Milonas, Chair, College Council Curriculum Committee
**FROM:** Curriculum Subcommittee: Debarati Biswas (chair), Zhou Zhang, and Martin Garfinkle

**RE:** Final Report for Proposal 24-06: Modification to the Teacher Prep Development Course

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**PROPOSAL OVERVIEW:**

The Department of Career and Technology Teacher Education (CTTE) proposes modifications to the existing course, EDU 4601, in order to implement the new evaluation requirement for teacher education called Teacher Performance Assessment (TPA) mandated by the New York State Board of Regents in April 2022. Additionally, the proposed modifications will cover special topics and workshops mandated by New York State Law and the Regents Standards. Furthermore, this modification will increase the credit hour of EDU 4601 from 1 to 3 with an increment of course number and will also explicitly include TPA in the course description and syllabus.

**RATIONALE:**

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. CTTE’s current course, EDU 4601, offers guidance and implementation of TPA, but the current one credit hour is insufficient for covering all aspects of the required TPA. The proposal to modify the existing course by a) increasing the credit hour of EDU 4601 from 1 to 3 with an increment of course number to EDU 4602 and b) explicitly including TPA in the course description and syllabus will thus be able to accommodate all required aspects of TPA. To secure two credit hours, this modification proposes reducing the credit requirements of Scientific World (SW) and Life and Physical Sciences (LPS) from 4 to 3 credit hours.

Additionally, as the TPA assignments require a significant amount of writing, critical reading and logical thinking, productive use of research resources, this course can be designated to be “writing intensive”.

**STRENGTHS:**

The proposed modifications will fulfill the following in addition to meeting New York States’ assessment method for teaching eduction:

* Scientific World (SW) and Life and Physical Sciences (LPS) courses will replace Physics courses. 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.
* 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. SW and LPS course requirements will help with these new requiremenst and also help transfer students.
* Additionally, as the TPA assignments require a significant amount of writing, critical reading and logical thinking, productive use of research resources, this course can be designated as “writing intensive” (WI), and help students complete one of the WI course requirements.

**WEAKNESS:**

None noted.

**ISSUES AND CONCERNS DISCUSSED:**

The review conducted by the subcommittee and the subsequent meeting with the Provost's office suggested a few adjustments and additions. The provost also suggested the possibility of making it a writing intensive course thereby fulfilling an additional requirement for students registered for the course. The proposers diligently addressed each feedback, implementing the suggested changes and providing necessary clarifications.

**SUBCOMMITTEE ACTIVITIES:**

The proposal for integrating Teacher Performance Assessment (TPA) into the Teacher Preparation Development Seminar Course was assigned to the subcommittee on September 26, 2024. The subcommittee convened on October 26, 2024, to finalize their feedback and recommendations, which were subsequently sent to the proposer on October 28, 2024. The chair of the subcommittee, Prof. Debarati Biswas, the proposer, Prof. Euisuk Sung, and Dean Maureen Archer-Festa met with Provost Pamela Brown, Associate Provost Reginald Blake, and Kim Cardascia (Provost’s Office), to discuss the proposal on November 18, 2024. The final revised version was received on November 18, 2024 as well.