Summary of Pathways Teacher Education Major Committee meeting 10/28/11

We began by receiving some clarification about purposes and procedures from President Kelly and by mutually acknowledging the challenges posed by the fact that Teacher Education is a very broad category, one which includes students aiming to teach children of very varied ages and backgrounds, in a wide range of settings.

We spent the majority of the time attempting to identify the three to six courses that will be accepted as entry-level courses for beginning the major, or as pre-requisites for such courses, by all colleges offering the Teacher Education major.

We made a preliminary identification of three such courses. However, there is not yet absolute agreement amongst the committee members that these are the courses that ought to be chosen. This will be the subject of further discussion via email and at our next meeting on November 18th.

The three courses are:
1. Social Foundations of Education
2. Early Childhood-Adolescence Developmental Psychology
3. Language and Literacy for Speakers of English and for English Language Learners

Some issues and questions that arose in connection with the tentative identification of these courses were:

- Will some or all of these courses require field experiences? If so, what are the implications of such a requirement for the selection of field sites and for students’ workloads?

- Some community colleges do not, at this time, offer a Language and Literacy course. What will the ramifications be for the community college programs if such a course is to be added to their requirements?

- What are the implications of any changes in curriculum for meeting the New York State Department of Education’s requirements for teacher certification and licensure?

- What CUNY resources will be available to support these changes? Will new courses need to go through established procedures for approval of new curricula on individual campuses or will such processes be waived or modified?

We agreed that, once a final identification of courses is made, our goal would be to articulate learning outcomes that are inclusive enough to suit the various levels of teacher preparation and the philosophy and values of each unique campus. In order to begin this process in a timely fashion, we will exchange, via email, course syllabi and learning outcomes for these three courses and for courses like them by November 11th. Our chair, Jennifer Adams, will then create, for the November 18th meeting, a table or spreadsheet that shows the courses, the learning outcomes and the campuses hosting the courses in order to make it easier for us to review and identify the most salient learning outcomes for our purposes.

Recorder: Laura Kates, Kingsborough Community College