

The York College Senate

Tuesday, March 23, 2021

Senate Plenary

(Online: Blackboard Collaborate Ultra with CHROME browser)

<https://us.bbcollab.com/guest/e045d7ce2cc847a7b9065ed4b4626208>

AGENDA

1. Call to Order
2. Approval of Minutes: February 23rd, 2020
3. President's Report
4. Student Caucus Report (C. Perez)
5. Faculty Caucus Report (Barnes)
6. Standing Committee Reports
 - Curriculum Committee (Wojciechowski)
 - Library (Tzanova)
7. Academic Assessment Committee (Gerena)
8. Facilities Update (Akoma)
9. CARES Act Mental Health and Wellness (Yates)
10. New Business- TBA
11. Adjournment

Resources Committee

Minutes

Present: Abraham, Adams, Amaghionyeodiwe, Apkarian, Bai, Barnes, Beaton, Brazill, Buxenbaum, Chery, Costley, Dhar, Donahue, Eanes, Fearnley, Garcia Marin, Gray, Henry, Herrera, Karupen, Massimino, McGee, Meddeb, Nath, Neale, Obuehi, Ortega, C. Perez, I. Perez, Pineda, Profit, Rodgers, Sharpe, Silva, Simpson, Sohan, Sonilal-Rambarran, Veeria, Wang, Wanzer, Williams, Yuan

Absent: Daniel, Davidson, Dawkins, Dehkanov, Ellis, Garcia, Gellis, Kaur, Maxwell, McDonald, McGlashing, Melson, Misir, Moore, Ramgadoo, Sarmin, Sewkaransing, Singh, St. Hillaire, Thompson, Uddin, Walker,

Guests: Akoma, Becker, Febus-Cerrera, Fellows, Gerena, Hoeffner, Lee, Lindow, Naeem, Rampersaud, Salek, Trimboli, Tsanova, Wojciechowski

****See the Blackboard record of attendance in Appendix 1.**

1. Meeting was called to order at 12:33 p.m. by President Eanes
2. Approval of Minutes: February 23rd, 2021

No discussion, Motion: Dhar: Second: Barnes, majority in favor, 0 opposed, 1 abstention

3. President's Report

Vaccination Center

Thanks were extended to all faculty and staff involved with the vaccination center. Members of FEMA and the Navy visited the Women's History Month Executive Breakfast, featuring NY State Lieutenant Governor Hochel, to give an update on the status of the center. As of March 22, 75,000 people had been vaccinated at York College.

Fall Reopening

Reopening groups that represent all stakeholders on campus have been established. Updates will be forthcoming and updated to reflect the rapidly changing conditions. The goal is to have as many people on campus as possible while still adhering to the health safety guidelines set by NY state, CUNY, and the CDC.

Virtual Fundraiser – May 1

Everyone is encouraged to attend and to invited others to attend the virtual fundraiser on May 1.

Foundation Board

Three new members have been added to the Foundation Board.

Enrollment Management

Within the next 6 to 12 months, the Provost and the VP of Enrollment Management and Student Affairs will produce a comprehensive Strategic Enrollment Management Plan that will connect budget, enrollment, retention, and graduation and will clarify the roles of all faculty and staff.

CUNY Central Food Contract

The chosen vendor will need to make physical changes to the cafeteria. An interim food option will likely be needed until the work is completed.

2021/22 Calendar

Work has started on the 2021/22 calendar. Anyone with annualized events should ensure that they are posted.

COVID

Anyone with questions or concerns should check the York College COVID website and/or contact the COVID coordinators/liaisons, Dana Trimboli and Claudio Lindow. Thanks were extended to the entire college community for their continued hard work during this long COVID maintenance phase. The college continues to implement health and safety measures, including the use PPE and temperature checks on campus.

Graduation

Thanks were extended to Student Government for their help in planning an end-of-year celebration for graduating seniors. A virtual commencement ceremony will be held in the last week of the semester. Small in-person gatherings may be possible for individual departments. Any department or group interested in celebrating in person must contact the COVID coordinators/liaisons to plan and discuss the event.

No questions.

4. Student Caucus Report

Global Civic Literacy Project

The Global Civic Literacy Project event was held on March 18. Students attended from other CUNY schools. The hope is to have it become an annual event.

Women's History Month Workshop

A CUNY-wide workshop will be held on March 25.

Mini-Retreat

A mini retreat will be held during spring break. The event will focus on professional etiquette and team work building exercises.

No questions.

5. Faculty Caucus Report

Adhoc Committee on Course Cancellations

The committee continues to gather and analyze data to determine best practices for course cancellations.

Governance Committee

Bill Ashton addressed the faculty caucus to discuss updating the Charter.

No questions.

6. Standing Committee Reports

➤ Curriculum Committee (Appendix 2)

i. New Courses

1. Teacher Education: EDUC 416, EDUC 417

Motion: Donahue, Second: Barnes, all in favor, 0 opposed, 0 abstentions

ii. Major Redesign

1. Business and Economics: BS in Business Administration

Motion: Massimino, Second: Barnes, all in favor, 0 opposed, 0 abstentions

iii. Minor Redesign

1. Business and Economics: Economics, Business Administration, Marketing, Computer Applications in Business

Motion: Dhar, Second: Donhaue, all in favor, 0 opposed, 0 abstentions

➤ Library Committee (Appendix 3)

7. Academic Assessment Committee (Appendix 4)
8. Facilities Update (Appendix 5)
9. CARES Act Mental Health and Wellness (Appendix 6)
10. New Business – none.
11. Adjournment

Motion to adjourn: Dhar, Second: Adams, all in favor, 0 opposed, 0 abstentions

Appendix 1

Name	Role	AttendeeType	First join	Last leave	Total time	Joins
Laura Beaton	Moderator	Integration	3/23/2021 12:00	3/23/2021 13:52	1:52:15	1
Michael Sharpe	Participant	Guest	3/23/2021 12:01	3/23/2021 13:47	1:46:16	1
Professor Nadine Donahue	Participant	Integration	3/23/2021 12:11	3/23/2021 13:45	1:33:42	1
Jeanetta Yuan	Participant	Guest	3/23/2021 12:13	3/23/2021 13:44	1:31:15	1
Mark Ogbuehi	Participant	Guest	3/23/2021 12:15	3/23/2021 12:16	0:01:17	1
Nina Buxenbaum	Participant	Guest	3/23/2021 12:15	3/23/2021 13:45	1:29:38	1
Alex Costley	Participant	Integration	3/23/2021 12:16	3/23/2021 13:45	1:29:00	1
Mark Ogbuehi	Participant	Guest	3/23/2021 12:16	3/23/2021 12:59	0:42:12	1
Yu Wang	Participant	Integration	3/23/2021 12:17	3/23/2021 13:45	1:28:06	1
Aegina Barnes	Participant	Guest	3/23/2021 12:17	3/23/2021 13:44	1:27:14	1
Kay Neale	Participant	Guest	3/23/2021 12:17	3/23/2021 13:45	1:27:16	1
Stephen Fearnley	Participant	Integration	3/23/2021 12:17	3/23/2021 13:45	1:26:45	2
Phoebe Massimino	Participant	Guest	3/23/2021 12:19	3/23/2021 13:45	1:24:23	2
Elizabeth Meddeb	Participant	Guest	3/23/2021 12:20	3/23/2021 13:45	1:24:32	1
Linda Gerena	Participant	Guest	3/23/2021 12:23	3/23/2021 13:37	1:13:50	1
Adam A Profit	Participant	Integration	3/23/2021 12:25	3/23/2021 13:45	1:19:39	1
Winie Chery	Participant	Integration	3/23/2021 12:25	3/23/2021 13:16	0:50:09	1
Veronica Wanzer	Participant	Integration	3/23/2021 12:26	3/23/2021 13:45	1:18:28	1
Xin Bai	Participant	Guest	3/23/2021 12:26	3/23/2021 13:45	1:18:09	1
JoAnn Fellows	Participant	Guest	3/23/2021 12:27	3/23/2021 13:50	1:23:02	1
Todd Simpson	Participant	Guest	3/23/2021 12:27	3/23/2021 13:44	1:17:18	1
Kachi	Participant	Guest	3/23/2021 12:27	3/23/2021 13:44	1:17:04	1
Virginia Garcia-Marin	Participant	Guest	3/23/2021 12:28	3/23/2021 13:45	1:16:33	1
Jake Apkarian	Participant	Guest	3/23/2021 12:28	3/23/2021 13:44	1:15:17	1
Mark Adams	Participant	Guest	3/23/2021 12:29	3/23/2021 13:45	1:16:26	1
La Toro Yates	Participant	Guest	3/23/2021 12:29	3/23/2021 13:45	1:15:55	1
Chabelys	Participant	Guest	3/23/2021 12:29	3/23/2021 13:41	1:11:53	1
Selena Rodgers	Participant	Integration	3/23/2021 12:29	3/23/2021 13:45	1:15:20	1
Karishma	Participant	Guest	3/23/2021 12:29	3/23/2021 14:08	1:38:16	1
Radek Wojciechowski	Participant	Guest	3/23/2021 12:30	3/23/2021 13:45	1:15:11	1
Dean Maureen Becker	Participant	Guest	3/23/2021 12:30	3/23/2021 14:44	2:12:55	2
8689	Participant	Telephony	3/23/2021 12:30	3/23/2021 13:41	1:10:58	1
Stefka Tzanova	Participant	Guest	3/23/2021 12:30	3/23/2021 13:45	1:14:59	1
Maria Sohan	Participant	Guest	3/23/2021 12:30	3/23/2021 12:31	0:00:13	1
Ratan Dhar	Participant	Guest	3/23/2021 12:30	3/23/2021 13:45	1:14:13	1
YK Lee	Participant	Guest	3/23/2021 12:31	3/23/2021 13:45	1:14:02	1
Ismael Perez	Participant	Guest	3/23/2021 12:31	3/23/2021 13:44	1:13:43	1
Amy Y Ortega	Participant	Integration	3/23/2021 12:31	3/23/2021 13:45	1:13:46	1
Berenecia Eanes	Participant	Guest	3/23/2021 12:31	3/23/2021 13:45	1:13:46	1
Lloyd Amaghionyeodiwe	Participant	Guest	3/23/2021 12:32	3/23/2021 12:35	0:02:38	3
Brianna Gray	Participant	Integration	3/23/2021 12:32	3/23/2021 13:45	1:12:52	1
Derrick Brazill	Participant	Guest	3/23/2021 12:32	3/23/2021 13:46	1:13:59	1
Zena Cooper	Participant	Guest	3/23/2021 12:32	3/23/2021 12:46	0:14:15	1
Dana Trimboli	Participant	Guest	3/23/2021 12:32	3/23/2021 13:44	1:12:24	1
Karen Williams	Participant	Guest	3/23/2021 12:32	3/23/2021 13:45	1:12:17	1
Prof. Elise K Henry	Participant	Integration	3/23/2021 12:35	3/23/2021 13:45	1:08:51	2

Veena Karupen	Participant	Guest	3/23/2021 12:35	3/23/2021 12:40	0:04:40	1
Lloyd Amaghionyeodiwe	Participant	Guest	3/23/2021 12:35	3/23/2021 12:49	0:13:32	1
Annmarie Veeria	Participant	Integration	3/23/2021 12:35	3/23/2021 13:45	1:09:23	1
Nazia Naeem	Participant	Guest	3/23/2021 12:36	3/23/2021 13:21	0:45:19	1
Shaniza Pineda	Participant	Guest	3/23/2021 12:37	3/23/2021 13:25	0:48:00	1
Rishi Nath	Participant	Guest	3/23/2021 12:38	3/23/2021 13:35	0:56:33	1
Veena Karupen	Participant	Guest	3/23/2021 12:40	3/23/2021 12:54	0:14:04	1
Sarah Herrera	Participant	Guest	3/23/2021 12:40	3/23/2021 12:51	0:10:08	1
Maria Sohan	Participant	Guest	3/23/2021 12:41	3/23/2021 13:08	0:27:05	2
Iori hoeffner	Participant	Guest	3/23/2021 12:42	3/23/2021 13:21	0:39:34	1
2694	Participant	Telephony	3/23/2021 12:42	3/23/2021 13:41	0:58:46	1
Sandra Bell Adams	Participant	Guest	3/23/2021 12:42	3/23/2021 13:45	1:02:17	1
Sheridan Heather Abraham	Participant	Integration	3/23/2021 12:44	3/23/2021 13:45	1:00:26	1
Vivian Febus-Carrera	Participant	Guest	3/23/2021 12:48	3/23/2021 12:53	0:04:42	1
Daniel McGee	Participant	Integration	3/23/2021 12:48	3/23/2021 13:45	0:56:49	1
Lloyd Amaghionyeodiwe	Participant	Guest	3/23/2021 12:49	3/23/2021 12:51	0:02:30	1
Fabiola Salek	Participant	Guest	3/23/2021 12:49	3/23/2021 13:31	0:41:43	1
Lloyd Amaghionyeodiwe	Participant	Guest	3/23/2021 12:52	3/23/2021 13:16	0:24:45	2
Claudio Lindow	Participant	Guest	3/23/2021 13:01	3/23/2021 13:45	0:43:20	1
Andie Silva	Participant	Guest	3/23/2021 13:10	3/23/2021 13:45	0:34:33	1
Lloyd Amaghionyeodiwe	Participant	Guest	3/23/2021 13:17	3/23/2021 13:18	0:00:52	1
Lloyd Amaghionyeodiwe	Participant	Guest	3/23/2021 13:18	3/23/2021 13:45	0:26:32	1
Dean Maureen Becker	Participant	Guest	3/23/2021 13:25	3/23/2021 13:45	0:20:01	1
Rajiv Rampersaud	Participant	Guest	3/23/2021 13:28	3/23/2021 13:45	0:16:27	1
Chabelys Perez	Participant	Guest	3/23/2021 13:40	3/23/2021 13:45	0:04:06	1
8689 #2	Participant	Telephony	3/23/2021 13:41	3/23/2021 13:41	0:00:01	1
2694 #2	Participant	Telephony	3/23/2021 13:41	3/23/2021 13:51	0:10:07	1
8689 #3	Participant	Telephony	3/23/2021 13:42	3/23/2021 13:45	0:03:00	1

Appendix 2

Executive Summary
February 2021 Curriculum Items

1. New courses

1.1. Teacher Education

1.1.1. EDUC 416 Capstone Clinical Experience & Seminar for Secondary Education, Grades 7-9

1.1.2. EDUC 417 Capstone Clinical Experience & Seminar for Secondary Education, Grades 10-12

2. Major redesign

2.1. Business and Economics

2.2.1 B.S. in Business Administration

3. Minor redesign

3.1. Business and Economics

3.1.1 Minor in Economics

3.1.2 Minor in Business Administration

3.1.3 Minor in Marketing

3.1.4 Minor in Computer Applications in Business

YORK College of Education
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Teacher Education	Zena Cooper

Please indicate items submitted for Committee approval


<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input checked="" type="checkbox"/> New Course Proposal	EDUC 416; EDUC 417	
<input type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		

Please provide an executive summary of your proposal

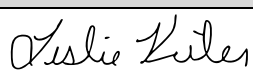
EDUC 416 Capstone Clinical Experience & Seminar for Secondary Education, Grades 7-9 is part one of a two-part capstone for teacher education majors that students will take in their senior year. Students will apply their knowledge and experiences of teaching as they complete their clinical experience of 200 hours teaching in 7-9 grade settings to satisfy state certification requirements. The credit hours reflect the NYSED mandate that students completing clinical placements must have a full-time status effective for students admitted fall 2022. These courses are critical to getting students "certification ready" upon graduation to secure employment as certified NY state teachers.

EDUC 417 Capstone Clinical Experience & Seminar for Secondary Education, Grades 10-12 is part two of a two-part capstone for teacher education majors that students will take in their senior year. Students will apply their knowledge and experiences of teaching as they complete their clinical experience of 200 hours teaching in 10-12 grade settings to satisfy state certification requirements. The credit hours reflect the NYSED mandate that students completing clinical placements must have a full-time status effective for students admitted fall 2022. These courses are critical to getting students "certification ready" upon graduation to secure employment as certified NY state teachers.

Department Curriculum Committee Approval

Signature	Date
	2/8/2021

Department Approval

Chairperson Signature	Date
	2/8/2021

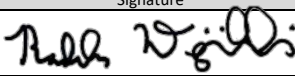
Other Departments Affected*

Department	Signature	Approved	Comments Attached

YORK College | SU NY
Curriculum Committee Proposal Cover Sheet

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College Curriculum Committee Approval

Signature	Date
	3/2/21

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section AIV: New Courses

Department	Teacher Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular
Subject Area [Prefix]	EDUC
Course Number	416
Course Title	Capstone Clinical Experience & Seminar for Secondary Education, Grades 7-9
Catalogue Description	The Capstone Clinical Experience and Seminar for Secondary Education, Grades 7-9 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors, who will provide high-quality feedback at regular intervals. Student teachers are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. Student teachers spend five full school days (Monday through Friday 8:00 am – 3:00 pm) in their first placement school for the first seven weeks of the semester and attend the seminar on campus weekly. 6 credits; 4 hours seminar; 200 hours onsite clinical experience; 7 weeks.
Pre-requisite(s)	Department Permission Required
Co-requisite(s)	
Credits	6
Contact Hours [total (lecture, lab)]	[6 (4,0)]
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute [WI]	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Science <input type="checkbox"/> <i>College Option</i>	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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Rationale:

This course is part one of a two-part capstone for teacher education majors that students will take in their senior year. Students will apply their knowledge and experiences as they complete their clinical experience of at least 200 hours teaching certification specific content (Mathematics, Chemistry, Biology or Earth Science) to 7-9 grade populations to satisfy state certification requirements. The credit hours in this course reflect the first half of the NYSED mandate that students completing clinical placements must have full-time status (12 credits) effective for students entering the program in fall 2022. The 200 clinical hours reflect guidance based on trends in current educator preparation programs as well as guidance by NYSED to increase clinical hours as well fieldwork hours within the next five years (memo from 2019) for candidates to be provided more opportunities to refine their teaching practice. This course is beneficial to York as it allows our current students to be “certification ready” upon graduation and therefore given the ability to secure employment as teachers in New York state. Employment immediately after graduation is a positive attribute in terms of data collection of York College alumni.

Assessment:

Is the creation of this course the result of departmental assessment?

If so, please describe. NO

If not in response to assessment, please outline how this course will be assessed in the future.

Candidates are assessed based on the Teacher Education Effective Teacher Work Sample (ETWS) in which candidates design and implement a unit through a staged assignment model. ETWS is graded based on a York College Teacher Education created rubric used for data collection. This assessment measures **PSLO 2.1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. **PSLO 1.1:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. These PSLOs are measured as students must create a unit that is developmentally appropriate, aligns with state and content standards. Students must use their expertise they have acquired in their certification area and background in educational pedagogy to design and execute an effective unit plan on the secondary level according

IRP Code: 24954

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

School of Health Sciences and Professional Programs

Department of Teacher Education

Semester XXXX

EDUC 416 Capstone Clinical Experience & Seminar for Secondary Education, Grades 7-9

6 credits; 4 hours lecture, 200 Clinical Hours

Instructor:

Office #:

Office hours:

Phone:

Email:

Teacher Education Unit Vision and Mission

The vision of the teacher education unit is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

Course Description:

The Capstone Clinical Experience, Placement 1 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors, who will provide high-quality feedback at regular intervals. Student teachers are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners including struggling readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Student teachers spend five full school days (Monday through Thursday, 8:00 am – 3:00 pm) in their first placement school for the first seven weeks of the semester and attend the seminar on campus weekly. **6 credits; 4 hours seminar; 200 hours onsite clinical experience; 7 weeks.**

Required Texts:

edTPA Handbook (on BB)

York College's Teacher Education Department Student Teaching Handbook (distributed at the Student Teaching Orientation)

COURSE POLICIES

Hours are recorded in terms of time "Observing," "Assisting," and "Teaching" by the teacher candidate, and reviewed by the Clinical Professor.

Attendance at 1 professional development. Time is recorded as "Observing." Proof of attendance must be obtained and submitted to the Clinical Professor.

Attendance at 1-2 school related duties (e.g. parent-teacher night, Superintendent's Conference Day, faculty meeting) is also required. Time is recorded as "Observing."

Any hours that cannot be verified by school faculty, staff, administration or by “proof of attendance” may not be counted towards placement hours. For example, hours spent grading papers at home do not count toward completion of placement hours.

Time assisting the Cooperating Teacher (CT) when students are not present (e.g. grading student work, putting up a bulletin board, curriculum development) is recorded as "Assisting."

Completion of duties assigned to the CT (e.g. lunch duty, bus duty) will be recorded as "Assisting."

Viewing of videos is considered “observing”

.Policy on submitting late assignments: It is the instructor’s responsibility to provide due dates on the syllabus. This enables teacher candidates to do advanced planning. Therefore, late assignments, will be deducted 5 points for each day late. Even with documentation, assignments more than 1 week late will not be accepted, NO EXCEPTIONS. The following is not accepted as an explanation: computer malfunction or upload failure to blackboard (email me the assignment), vacation, personal/work issues.

Blackboard, Wiki-space, and York email accounts: All teacher candidates are required to have a Blackboard, a Wiki-space account, and a York email account. All assignments and ancillary class materials will be posted electronically. Candidates are required to check announcements and email on the class Wiki-space at least twice a week. E-mail should be checked daily.

Policy on grammar, spelling and writing style: Writing that demonstrates competencies in the conventions of standard written English should be the goal for every student. Remember to proofread and correct all papers for grammatical, spelling and typing errors. The college has tutors who are available to help you with your writing.

Ethical conduct and academic integrity: Teacher candidates are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty {<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>}. Successful teaching and learning depend on trust in the integrity of all involved. Included in Ethical Code and Academic Integrity is the reporting of Field hours. It is therefore explicitly stated that field hours must be independently completed for each course. There can be no “double dipping” of hours. That means that field hours completed for this class may in no way be used or reported for any other class. *Any forging of field documents or school time records will be dealt with as a breach of this code and can lead to dismissal*

from Teacher Education. It is also expressly stated that all individual assignments must be the original work of the author. You may not use any other's work or ideas.

Ethical conduct in class: No student should take photographs, audio or video in class without the permission of the instructor and his/her fellow classmates. Doing so is a violation of Federal guidelines under FERPA.

<http://www.cuny.edu/about/administration/offices/la/Guidelines-for-implementation-of-the-Student-Records-Access-FERPA.pdf>

York College Disability Statement

Under Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, York College provides reasonable accommodations for students with documented disabilities through the STAR (Specialized Testing and Academic Resources) program. For more information on the STAR program please go to Room AC-1G02 or email star@york.cuny.edu.

ASSIGNMENTS:

Grade from Clinical Professor 50%	Grade from Clinical Supervisor 30%	Grade from Cooperating Teacher 20%
Seminar attendance, participation, assignments/quizzes, and professional development	Observation 10% Observation 2-20% Observation 3-30% Dispositions- 40%	Bi weekly assessments 40% Assessment I Part B 20% Dispositions-40%
Completion of Identification of Child Abuse workshops		

NYCDOE Application	5% of grade
Revisions ETWS 1-4	5% of grade
Attending a Professional Conference Reflection	5% of grade
Workshop Completion	5 % of grade

Teaching Log Weeks 8-14	5% of grade
Effective Teacher Work Sample, Part 5	15 % of grade
edTPA Task 1	20% of grade
edTPA Task 2	20% of grade
edTPA Task 3	20% of grade

Course Requirements (See Blackboard for the rubric for each assessment and for exemplar models.):

Revisions of ETWS 1-4 (5% of grade)

Revise your ETWS according to comments. Highlight corrections in yellow.

Professional Development Reflection (5% of grade):

Student teacher must attend a professional development at their school and write a one-page reflection.

Workshop Preparation (5% of grade):

Teacher candidates must complete the York College Title IX Training and the Identifying and Reporting Child Abuse Workshop.

Teaching Log, Weeks 8-14 (5% of grade):

Teacher candidates must submit a weekly teaching log that details their hours in the field and categorizes them as observing, assisting, or teaching.

DOE Registration and initial application (5% of grade):

All teacher candidates must register, attend a session with a NYCDOE representative about their on-line application system, and toward the end of the semester, complete their application. Candidates do not have to have passed all certification exams to apply.

Effective Teacher Work Sample Part 5-Analysis of Student Learning (15% of grade):

For this assignment you will provide and analyze data that reflects the progress made in achieving the learning goals you established in your instructional plans.

1. Tabulate your pre- and post-assessment data in such a way that shows the assessment results for every student on every stated learning goal. The data you collect will depend in large part on the format of your assessment and evaluation of the assessment. However, you should have a set of pre and post data that relates *specifically* to *each* of your learning goals.

2. Create a graphic representation of your “pre and post” data for *each* of your learning goals. Highlight the scores for three focus students.

3. Describe assessment modifications you made for any student. Include a rationale for making these modifications.

4. Write a narrative summary of your data and the conclusions you draw from your data as it relates to each learning goal. Support your conclusions with specific data drawn from whole-class data results.

The rubric for this assignment and for the exemplar models is posted on Blackboard.

edTPA Tasks 1-3 (60 % of grade):

In preparation for test submission, teacher candidates will analyze the edTPA guidelines, test questions, rubric progression guides and exemplar models. Teacher candidates will submit early drafts of each of the following tasks for review:

Task 1: Planning for Instruction and Assessment

Task 2: Instructing and Engaging Students

Task 3: Assessing Students’ Learning

Task 4: Assessing Students’ Mathematics Learning

Exams will not be graded by the professor. Teacher candidates will earn credit for preparing their exams and submitting the edTPA for scoring.

Course Objectives:

Empower Learners to Achieve at the Highest Levels *by being able to:*

Course Objectives	Course Activities/Assignments	Assessments
The teacher candidate will demonstrate a broad and deep knowledge of academic content [InTasc Standards 4, 5, 7, &8, edTPA: Task 1, Danielson Framework Component 1, NYCDOE Principle 2,].	Teacher candidates will develop lesson plans to present in their student teaching placement. Effective Teacher Work Sample Parts 1, 2, 3, & 4	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i> Assessment J: <i>Effective Teacher Work Sample</i> edTPA Tasks 1 - 3
The teacher candidate will exhibit strong written, verbal, and non-verbal communication skills [ALST; edTPA Tasks 1, 2, 3].	Effective Teacher Work Sample Parts 1, 2, 3, & 4 Teacher candidates will develop and teach lesson plans. <i>What a Teacher Makes</i>	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i>

Embody Pedagogy by being able to:

Course Objectives	Course Activities/Assignments	Assessments
The teacher candidate will respond to the diversity of learners in the classroom when designing and implementing instruction [InTasc Standards 2,7&8, edTPA Tasks 1&2, Danielson Framework Components 1-3, NYCDOE Principles 3 & 7].	Effective Teacher Work Sample Parts 1, 2, 3, & 4 DASA Workshop	Assessment I: <i>Lesson Evaluation</i>

		<p>Assessment H: <i>Bi-weekly feedback forms</i></p> <p>Assessment C: <i>Dispositions Assessment</i></p>
<p>The teacher candidate will demonstrate awareness of diversity in student ability, language background, culture, family and, can adjust literacy learning strategies as need to meet diverse needs within the classroom [InTasc Standards 1,2,7&8, edTPA Tasks 1-3, Danielson Framework Components 1-3, NYCDOE Principles 3 & 7].</p>	<p>Effective Teacher Work Sample Parts 1, 2, 3, & 4</p>	<p>Assessment I: <i>Lesson Evaluation</i></p> <p>Assessment J: <i>Effective Teacher Work Sample</i></p> <p>Assessment C: <i>Dispositions Assessment</i></p> <p>edTPA Task 1</p>
<p>The teacher candidate will assess students using a diversity of measures, analyze the results, and make instructional decisions to optimize teaching and maximize student performance [InTasc Standards 2 &6, edTPA Tasks1 -3, Danielson Framework Component 3, NYCDOE Principle 1].</p>	<p>Effective Teacher Work Sample Parts 4 & 5</p>	<p>Assessment I: <i>Lesson Evaluation</i></p> <p>Assessment H: <i>Bi-weekly feedback forms</i></p> <p>Assessment J: <i>Effective Teacher Work Sample</i></p> <p>edTPA Task 3</p>
<p>The teacher candidate will use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom [InTasc Standards 6, 7 &8, edTPA Task 2, Danielson Framework Component 3, NYCDOE Principles 3,4,& 5].</p>	<p>Effective Teacher Work Sample Parts 1, 2, 3, 4 & 5</p> <p><i>What a Teacher Makes</i></p>	<p>Assessment I: <i>Lesson Evaluation</i></p>

	Student Teaching	Assessment H: <i>Bi-weekly feedback forms</i>
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Exemplify Professionalism *by being able to:*

Course Objectives	Course Activities/ Assignments	Assessments
The teacher candidate will act as reflective practitioners with a strong conviction that learning is a lifelong process achievable by all [InTasc Standard 9, edTPA Tasks 1-4, Danielson Framework Component 4, NYCDOE Principle 6].	Reflective journals Post-observation conferences with Clinical Supervisor and Cooperating Teacher	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i> Assessment C: <i>Dispositions Assessment</i>
The teacher candidate will be a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (Candidates, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally [InTasc Standard 9, Danielson Framework Component 4, NYCDOE Principles 6 & 7].	Reflective journals Post-observation conferences with Clinical Supervisor and Cooperating Teacher Ethics study	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i> Assessment C: <i>Dispositions Assessment</i>

Enact Deep and Broad Content Knowledge *by being able to:*

Course Objectives	Course Activities/ Assignments	Assessments
The teacher candidate will demonstrate that he/she knows, understand, and use concepts from	Effective Teacher Work Sample Parts 1, 2, 3, 4 & 5	

reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills [InTasc Standards 1, 2, 3, 6 & 7 edTPA Tasks 1-4, Danielson Framework Component 1, NYCDOE Principles 2 & 3].		<p>Assessment I: <i>Lesson Evaluation</i></p> <p>Assessment H: <i>Bi-weekly feedback forms</i></p> <p>Assessment J: <i>Effective Teacher Work Sample</i></p> <p>edTPA Task 1, 2 & 3</p>
The teacher candidate will design and implement curriculum and instruction that represents broad and deep knowledge of pedagogy [InTasc Standards 1,2,3 & 7, edTPA Tasks 1&2, Danielson Framework Component 1, NYCDOE Principle 3].	<p>Effective Teacher Work Sample Parts 1, 2, 3, 4 & 5</p> <p>Student Teaching</p>	<p>Assessment I: <i>Lesson Evaluation</i></p> <p>Assessment H: <i>Bi-weekly feedback forms</i></p> <p>Assessment J: <i>Effective Teacher Work Sample</i></p> <p>edTPA Task 1</p>

Grading Values

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
A-	90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59

Placement 2 Outline

Week & Est. hours	Dates for Tuesday Class	Dates for Thursday Class	Major Assignments Due	Assessments Due	Suggested Activities
Week 1	Analyzing assessment data	Analyzing assessment data	★ Teaching Log Due ★ Revisions for ETWS 1-4 Due Student Teacher Tech Survey		Observe and assist CT; learn student names; learn curriculum details; learn more about your teaching context.
Week 2	Analyzing assessment data DOE Applications	Analyzing assessment data DOE Applications	★ ETWS 5 ★ Teaching Log Due ★ Initial DOE Applications due	Bi-weekly Feedback Form (CT)	Assist CT; begin teaching lessons.
Week 3	edTPA Task 1	edTPA Task 1	★ Teaching Log Due		Teach at least 2 full classes daily; assist in all. Collect artifacts for Task 4 (elementary)
Week 4	edTPA Task 2	edTPA Task 2	★ Task 1 ★ Teaching Log Due	Bi-weekly Feedback Form (CT)	Teach at least 3 full classes daily; assist in all.
Week 5	Final wrap of edTPA task 1	Task 1 and 2 workshop	★ Task 2 ★ Teaching		

	and 2		Log Due		
Week 6	edTPA Task 3	edTPA Task 3	★ Task 3 ★ Teaching Log Due	Bi-weekly Feedback Form (CT)	Teach at least 4 full classes daily; assist in all.
Week 7	EdTPA individual appointments	EdTPA individual appointments	★ Task 4 (elementary) ★ Child Abuse Certificate Due Assessment I Part B and Dispositions assessment is due (from your CT). 12/12: All evaluations from CS for placement 2 are due.		Teach entire schedule.

<http://www.nysmandatedreporter.org>

The above link will direct you to the NY State on-line course.

It is imperative that you complete this by the end of the semester, as you will be a mandated reporter.

Once you take the course, you will receive a certificate via e-mail. Forward that certificate to Zena Cooper and Regina Misir.

****Please note:** Late assignments are NOT accepted without proper documentation. This policy ensures candidates are on track and do not fall behind during this rigorous student teaching experience

Section AIV: New Courses

Department	Teacher Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular
Subject Area [Prefix]	EDUC
Course Number	417
Course Title	Capstone Clinical Experience & Seminar for Secondary Education, Grades 10-12
Catalogue Description	The Capstone Clinical Experience and Seminar for Secondary Education, Grades 10-12 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors, who will provide high-quality feedback at regular intervals. Student teachers are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. Student teachers spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) in their second placement school for the final seven weeks of the semester and attend the seminar on campus weekly. 6 credits; 4 hours seminar; 200 hours onsite clinical experience; 7 weeks.
Pre-requisite(s)	Grade of B or better in EDUC 416
Co-requisite(s)	
Credits	6
Contact Hours [total (lecture, lab)]	[6 (4,0)]
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute [WI]	N/A
General Education Component	<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science </div> <div> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression </div> </div> </div> <div> <input type="checkbox"/> <i>Flexible</i> </div> </div>

	<input type="checkbox"/> College Option <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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Rationale:

This course is part two of a two-part capstone course for teacher education majors taken in their senior year that focuses on alternate range of grade levels than done in part one in certification specific content areas. Students will apply their knowledge and experiences of teaching as they complete their clinical experience of a minimum 200 hours teaching to grades 10-12 to satisfy state certification requirements. The 200 clinical hours are based on current trends in education preparation program as well NYSED guidance in increasing clinical as well fieldwork experiences within the next five years (memo 2019) to provide more opportunities for students to refine their teaching practice. The credit hours reflect the second half of the NYSED mandate that students completing clinical placements must have full-time status effective for students entering the program in fall 2022. This course is beneficial to York as it allows our current students to be “certification ready” by completing the mandated clinical hours and materials needed for the state certification exam, edTPA, upon graduation and therefore given the ability to secure employment as teachers in New York state. Employment immediately after graduation is a positive attribute in terms of data collection of York College alumni.

Assessment

Is the creation of this course the result of departmental assessment?

If so, please describe. NO

If not in response to assessment, please outline how this course will be assessed in the future.

Students will complete the edTPA which is similar to the ETWS done in the first half of the semester. The edTPA is a component of the NYSED mandate that all students must complete in order to be recommended for certification. Students must compile materials to create a unit plan based on their certification area as well as answer rationale and reflection questions. The edTPA is submitted to Pearson for scoring. The pass rate and scores are aggregated into several performance areas based on the Pearson rubrics. These scores and pass rate areas are a part of the data collection, analyzed by the Teacher Education department. The PSLOs that are aligned with this assessment are **PSLO 2.1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. The edTPA aligns with these above assessments as they need to demonstrate the design and execution of an effective teaching unit in their certification area. **PLSO 3.3:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. This PSLO is measured as students must record their lessons as a part of the edTPA and students must demonstrate positive student/teacher interaction.

IRP Code: 24954

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

School of Health Sciences and Professional Programs

Department of Teacher Education

Semester XXXX

EDUC 417 Capstone Clinical Experience & Seminar for Secondary Education, Grades 10-12

6 credits; 4 hours lecture, 200 Clinical Hours

Instructor:

Office #:

Office hours:

Phone:

Email:

Teacher Education Unit Vision and Mission

The vision of the teacher education unit is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

Course Description:

The Capstone Clinical Experience, Placement 1 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors, who will provide high-quality feedback at regular intervals. Student teachers are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners including struggling readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Student teachers spend five full school days (Monday through Thursday, 8:00 am – 3:00 pm) in their first placement school for the first seven weeks of the semester and attend the seminar on campus weekly. **6 credits; 4 hours seminar; 200 hours onsite clinical experience; 7 weeks.**

Required Texts:

edTPA Handbook (on BB)

York College's Teacher Education Department Student Teaching Handbook (distributed at the Student Teaching Orientation)

COURSE POLICIES

Hours are recorded in terms of time "Observing," "Assisting," and "Teaching" by the teacher candidate, and reviewed by the Clinical Professor.

Attendance at 1 professional development. Time is recorded as "Observing." Proof of attendance must be obtained and submitted to the Clinical Professor.

Attendance at 1-2 school related duties (e.g. parent-teacher night, Superintendent's Conference Day, faculty meeting) is also required. Time is recorded as "Observing."

Any hours that cannot be verified by school faculty, staff, administration or by "proof of attendance" may not be counted towards placement hours. For example, hours spent grading papers at home do not count toward completion of placement hours.

Time assisting the Cooperating Teacher (CT) when students are not present (e.g. grading student work, putting up a bulletin board, curriculum development) is recorded as "Assisting."

Completion of duties assigned to the CT (e.g. lunch duty, bus duty) will be recorded as "Assisting."

Viewing of videos is considered "observing"

.Policy on submitting late assignments: It is the instructor's responsibility to provide due dates on the syllabus. This enables teacher candidates to do advanced planning. Therefore, late assignments, will be deducted 5 points for each day late. Even with documentation, assignments more than 1 week late will not be accepted, NO EXCEPTIONS. The following is not accepted as an explanation: computer malfunction or upload failure to blackboard (email me the assignment), vacation, personal/work issues.

Blackboard, Wiki-space, and York email accounts: All teacher candidates are required to have a Blackboard, a Wiki-space account, and a York email account. All assignments and ancillary class materials will be posted electronically. Candidates are required to check announcements and email on the class Wiki-space at least twice a week. E-mail should be checked daily.

Policy on grammar, spelling and writing style: Writing that demonstrates competencies in the conventions of standard written English should be the goal for every student. Remember to proofread and correct all papers for grammatical, spelling and typing errors. The college has tutors who are available to help you with your writing.

Ethical conduct and academic integrity: Teacher candidates are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>. Successful teaching and learning depend on trust in the integrity of all involved. Included in Ethical Code and Academic Integrity is the reporting of Field hours. It is therefore explicitly stated that field hours must be independently completed for each course. There can be no "double dipping" of hours. That means that field hours completed for this class may in no way be used or reported for any other class. *Any forging of field documents or school time records will be dealt with as a breach of this code and can lead to dismissal from Teacher Education.* It is also expressly stated that all individual assignments must be the original work of the author. You may not use any other's work or ideas.

Ethical conduct in class: No student should take photographs, audio or video in class without the permission of the instructor and his/her fellow classmates. Doing so is a violation of Federal guidelines under FERPA.

<http://www.cuny.edu/about/administration/offices/la/Guidelines-for-implementation-of-the-Student-Records-Access-FERPA.pdf>

York College Disability Statement

Under Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, York College provides reasonable accommodations for students with documented disabilities through the STAR (Specialized Testing and Academic Resources) program. For more information on the STAR program please go to Room AC-1G02 or email star@york.cuny.edu.

ASSIGNMENTS:

Grade from Clinical Professor 50%	Grade from Clinical Supervisor 30%	Grade from Cooperating Teacher 20%
Seminar attendance, participation, assignments/quizzes, and professional development	Observation 10% Observation 2-20% Observation 3-30% Dispositions- 40%	Bi weekly assessments 40% Assessment I Part B 20% Dispositions-40%
Completion of Identification of Child Abuse workshops		

NYCDOE Application	5% of grade
Revisions ETWS 1-4	5% of grade
Attending a Professional Conference Reflection	5% of grade
Workshop Completion	5 % of grade
Teaching Log Weeks 8-14	5% of grade
Effective Teacher Work Sample, Part 5	15 % of grade

edTPA Task 1	20% of grade
edTPA Task 2	20% of grade
edTPA Task 3	20% of grade

Course Requirements (See Blackboard for the rubric for each assessment and for exemplar models.):

Revisions of ETWS 1-4 (5% of grade)

Revise your ETWS according to comments. Highlight corrections in yellow.

Professional Development Reflection (5% of grade):

Student teacher must attend a professional development at their school and write a one-page reflection.

Workshop Preparation (5% of grade):

Teacher candidates must complete the York College Title IX Training and the Identifying and Reporting Child Abuse Workshop.

Teaching Log, Weeks 8-14 (5% of grade):

Teacher candidates must submit a weekly teaching log that details their hours in the field and categorizes them as observing, assisting, or teaching.

DOE Registration and initial application (5% of grade):

All teacher candidates must register, attend a session with a NYCDOE representative about their on-line application system, and toward the end of the semester, complete their application. Candidates do not have to have passed all certification exams to apply.

Effective Teacher Work Sample Part 5-Analysis of Student Learning (15% of grade):

For this assignment you will provide and analyze data that reflects the progress made in achieving the

learning goals you established in your instructional plans.

1. Tabulate your pre- and post-assessment data in such a way that shows the assessment results for every student on every stated learning goal. The data you collect will depend in large part on the format of your assessment and evaluation of the assessment. However, you should have a set of pre and post data that relates *specifically* to *each* of your learning goals.

2. Create a graphic representation of your “pre and post” data for *each* of your learning goals. Highlight the scores for three focus students.

3. Describe assessment modifications you made for any student. Include a rationale for making these modifications.

4. Write a narrative summary of your data and the conclusions you draw from your data as it relates to each learning goal. Support your conclusions with specific data drawn from whole-class data results.

The rubric for this assignment and for the exemplar models is posted on Blackboard.

edTPA Tasks 1-3 (60 % of grade):

In preparation for test submission, teacher candidates will analyze the edTPA guidelines, test questions, rubric progression guides and exemplar models. Teacher candidates will submit early drafts of each of the following tasks for review:

Task 1: Planning for Instruction and Assessment

Task 2: Instructing and Engaging Students

Task 3: Assessing Students’ Learning

Task 4: Assessing Students’ Mathematics Learning

Exams will not be graded by the professor. Teacher candidates will earn credit for preparing their exams and submitting the edTPA for scoring.

Course Objectives:

Empower Learners to Achieve at the Highest Levels *by being able to:*

Course Objectives	Course Activities/Assignments	Assessments

The teacher candidate will demonstrate a broad and deep knowledge of academic content [InTasc Standards 4, 5, 7, &8, edTPA: Task 1, Danielson Framework Component 1, NYCDOE Principle 2,].	<p>Teacher candidates will develop lesson plans to present in their student teaching placement.</p> <p>Effective Teacher Work Sample Parts 1, 2, 3, & 4</p>	<p>Assessment I: <i>Lesson Evaluation</i></p> <p>Assessment H: <i>Bi-weekly feedback forms</i></p> <p>Assessment J: <i>Effective Teacher Work Sample</i></p> <p>edTPA Tasks 1 - 3</p>
The teacher candidate will exhibit strong written, verbal, and non-verbal communication skills [ALST; edTPA Tasks 1, 2, 3].	<p>Effective Teacher Work Sample Parts 1, 2, 3, & 4</p> <p>Teacher candidates will develop and teach lesson plans.</p> <p><i>What a Teacher Makes</i></p>	<p>Assessment I: <i>Lesson Evaluation</i></p> <p>Assessment H: <i>Bi-weekly feedback forms</i></p>

Embody Pedagogy *by being able to:*

Course Objectives	Course Activities/Assignments	Assessments
The teacher candidate will respond to the diversity of learners in the classroom when designing and implementing instruction [InTasc Standards 2,7&8, edTPA Tasks 1&2, Danielson Framework Components 1-3, NYCDOE Principles 3 & 7].	<p>Effective Teacher Work Sample Parts 1, 2, 3, & 4</p> <p>DASA Workshop</p>	<p>Assessment I: <i>Lesson Evaluation</i></p> <p>Assessment H: <i>Bi-weekly feedback forms</i></p>

		Assessment C: <i>Dispositions Assessment</i>
The teacher candidate will demonstrate awareness of diversity in student ability, language background, culture, family and, can adjust literacy learning strategies as need to meet diverse needs within the classroom [InTasc Standards 1,2,7&8, edTPA Tasks 1-3, Danielson Framework Components 1-3, NYCDOE Principles 3 & 7].	Effective Teacher Work Sample Parts 1, 2, 3, & 4	Assessment I: <i>Lesson Evaluation</i> Assessment J: <i>Effective Teacher Work Sample</i> Assessment C: <i>Dispositions Assessment</i> edTPA Task 1
The teacher candidate will assess students using a diversity of measures, analyze the results, and make instructional decisions to optimize teaching and maximize student performance [InTasc Standards 2 &6, edTPA Tasks1 -3, Danielson Framework Component 3, NYCDOE Principle 1].	Effective Teacher Work Sample Parts 4 & 5	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i> Assessment J: <i>Effective Teacher Work Sample</i> edTPA Task 3
The teacher candidate will use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom [InTasc Standards 6, 7 &8, edTPA Task 2, Danielson Framework Component 3, NYCDOE Principles 3,4,& 5].	Effective Teacher Work Sample Parts 1, 2, 3, 4 & 5 <i>What a Teacher Makes</i> Student Teaching	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i>

Exemplify Professionalism *by being able to:*

Course Objectives	Course Activities/ Assignments	Assessments
The teacher candidate will act as reflective practitioners with a strong conviction that learning is a lifelong process achievable by all [InTasc Standard 9, edTPA Tasks 1-4, Danielson Framework Component 4, NYCDOE Principle 6].	Reflective journals Post-observation conferences with Clinical Supervisor and Cooperating Teacher	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i> Assessment C: <i>Dispositions Assessment</i>
The teacher candidate will be a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (Candidates, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally [InTasc Standard 9, Danielson Framework Component 4, NYCDOE Principles 6 & 7].	Reflective journals Post-observation conferences with Clinical Supervisor and Cooperating Teacher Ethics study	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i> Assessment C: <i>Dispositions Assessment</i>

Enact Deep and Broad Content Knowledge *by being able to:*

Course Objectives	Course Activities/ Assignments	Assessments
The teacher candidate will demonstrate that he/she knows, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills [InTasc Standards 1, 2, 3, 6 & 7 edTPA Tasks 1-4, Danielson Framework Component 1, NYCDOE Principles 2 & 3].	Effective Teacher Work Sample Parts 1, 2, 3, 4 & 5	Assessment I: <i>Lesson Evaluation</i> Assessment H: <i>Bi-weekly feedback forms</i>

		<p>Assessment J: <i>Effective Teacher Work Sample</i></p> <p>edTPA Task 1, 2 & 3</p>
<p>The teacher candidate will design and implement curriculum and instruction that represents broad and deep knowledge of pedagogy [InTasc Standards 1,2,3 &7, edTPA Tasks 1&2, Danielson Framework Component 1, NYCDOE Principle 3].</p>	<p>Effective Teacher Work Sample Parts 1, 2, 3, 4 & 5</p> <p>Student Teaching</p>	<p>Assessment I: <i>Lesson Evaluation</i></p> <p>Assessment H: <i>Bi-weekly feedback forms</i></p> <p>Assessment J: <i>Effective Teacher Work Sample</i></p> <p>edTPA Task 1</p>

Grading Values

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
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Placement 2 Outline

Week & Est. hours	Dates for Tuesday Class	Dates for Thursday Class	Major Assignments Due	Assessments Due	Suggested Activities
Week 1	Analyzing assessment data	Analyzing assessment data	★ Teaching Log Due ★ Revisions for ETWS 1-4 Due Student Teacher Tech Survey		Observe and assist CT; learn student names; learn curriculum details; learn more about your teaching context.
Week 2	Analyzing assessment data DOE Applications	Analyzing assessment data DOE Applications	★ ETWS 5 ★ Teaching Log Due ★ Initial DOE Applications due	Bi-weekly Feedback Form (CT)	Assist CT; begin teaching lessons.
Week 3	edTPA Task 1	edTPA Task 1	★ Teaching Log Due		Teach at least 2 full classes daily; assist in all. Collect artifacts for Task 4 (elementary)
Week 4	edTPA Task 2	edTPA Task 2	★ Task 1 ★ Teaching Log Due	Bi-weekly Feedback Form (CT)	Teach at least 3 full classes daily; assist in all.
Week 5	Final wrap of edTPA task 1 and 2	Task 1 and 2 workshop	★ Task 2 ★ Teaching Log Due		
Week 6	edTPA Task 3	edTPA Task 3	★ Task 3 ★ Teaching	Bi-weekly Feedback Form (CT)	Teach at least 4 full classes daily;

			Log Due		assist in all.
Week 7	EdTPA individual appointments	EdTPA individual appointments	★ Task 4 (elementary) ★ Child Abuse Certificate Due Assessment I Part B and Dispositions assessment is due (from your CT). 12/12: All evaluations from CS for placement 2 are due.		Teach entire schedule.

<http://www.nysmandatedreporter.org>

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Once you take the course, you will receive a certificate via e-mail. Forward that certificate to Zena Cooper and Regina Misir.

****Please note:** Late assignments are NOT accepted without proper documentation. This policy ensures candidates are on track and do not fall behind during this rigorous student teaching experience

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Business & Economics	Efstathia Korkou

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input checked="" type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	Business Administration	
<input type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		

Please provide an executive summary of your proposal

For the Business Administration Major, we propose a new Concentration, the "Business Analytics" one. In this new Concentration, we will be offering courses in business analytics, data mining, big data, and forecasting.

Department Curriculum Committee Approval

Signature	Date
EFSTATHIA KORKOU	2/16/2021

Department Approval

Chairperson Signature	Date
Fenio Annansingh-Jamieson	2/16/2021

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	3/2/21

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section All: Changes in Degree Programs

All.1 The following revisions are proposed for the B.S. in Business Administration

Program: Business Administration

Program Code: 79366

Effective: Fall 2022

From			To		
Course	Description	Crs	Course	Description	Crs
I. Required Courses 9 credits			I. Required Courses 9 credits		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
ECON 102	Introduction to Microeconomics*	3	ECON 102	Introduction to Microeconomics*	3
ECON 103	Introduction to Macroeconomics	3	ECON 103	Introduction to Macroeconomics	3
ECON 220	Introduction to Economic Statistics	3	ECON 220	Introduction to Economic Statistics	3
II. Common Body of Knowledge 33 credits			II. Common Body of Knowledge 33 credits		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
ACC 101	Principles of Accounting I	3	ACC 101	Principles of Accounting I	3
ACC 102	Principles of Accounting II	3	ACC 102	Principles of Accounting II	3
OR			OR		
ACC 103	Principles of Accounting II	3	ACC 103	Principles of Accounting II	3
BUS 160	Introduction to Business	3	BUS 160	Introduction to Business	3
OR			OR		
BUS 220	Cyber Security Management	3	BUS 220	Cyber Security Management	3
BUS 201	Computer Applications in Business	3	BUS 201	Computer Applications in Business	3
BUS 283	Business Law & Ethics	3	BUS 283	Business Law & Ethics	3
BUS 301	Management Theory & Practice	3	BUS 301	Management Theory & Practice	3
BUS 302	International Business	3	BUS 302	International Business	3
FINC 321	Principles of Finance	3	FINC 321	Principles of Finance	3
BUS 348	Production and Operations Management	3	BUS 348	Production and Operations Management	3
BUS 481	Strategic Management**	3	BUS 481	Strategic Management**	3
MKT 341	Principles of Marketing	3	MKT 341	Principles of Marketing	3

III. Concentration 1: Human Resource Management
Concentration 1: Required Courses 15 credits

Course Number	Course Title	Credits
BUS 311	Human Resource Management	3
BUS 312	Staff Supervision & Employee Relations	3
BUS 361	Management of Compensation	3
BUS 370	Labor Relations and Collective Bargainin	3
BUS 375	Human Resource Development and Train	3

Concentration 1: Elective Courses 3 credits
Choose one from the following

ACC 238	Fraud Examination	3
BUS 315	Health Care Management	3
BUS 349	Entrepreneurship Basic	3
BUS 491	Independent Study in Management	3
ECON 310	Public Finance	3
ECON 361	Economics of Trade Unions	3
ECON 390	Independent Research	3
PSY 251†	Organizational Behavior	3
PSY 252†	Leadership, Motivation & Power	3
PSY 253†	Managerial & Personnel Psychology	3

III. Concentration 1: Human Resource Management
Concentration 1: Required Courses 15 credits

Course Number	Course Title	Credits
BUS 311	Human Resource Management	3
BUS 312	Staff Supervision & Employee Relations	3
BUS 361	Management of Compensation	3
BUS 370	Labor Relations and Collective Bargainin	3
BUS 375	Human Resource Development and Train	3

Concentration 1: Elective Courses 3 credits
Choose one from the following

ACC 238	Fraud Examination	3
BUS 315	Health Care Management	3
BUS 349	Entrepreneurship Basic	3
BUS 491	Independent Study in Management	3
ECON 310	Public Finance	3
ECON 361	Economics of Trade Unions	3
ECON 390	Independent Research	3
PSY 251†	Organizational Behavior	3
PSY 252†	Leadership, Motivation & Power	3
PSY 253†	Managerial & Personnel Psychology	3

IV. Concentration 2: Entrepreneurship**Concentration 2: Required Courses 15 credits**

Course Number	Course Title	Credits
BUS 349	Entrepreneurship Basics	3
BUS 357	Family Business	3
BUS 431	Entrepreneurship Plans	3
MKT 344	Retail Management	3
MKT 347	Consumer Behavior	3

Concentration 2: Elective Courses 3 credits**Choose one from the following**

BUS 311	Human Resource Management	3
BUS 312	Staff Supervision & Employee Relations	3
BUS 368	E-Business Technology	3
BUS 491	Independent Study in Management	3
ECON 340	International Economics	3
ECON 360	Labor Economics	3
ECON 390	Independent Research	3
MKT 346	International Marketing	3
MKT 348	Service Marketing	3
PSY 252†	Leadership, Motivation & Power	3

IV. Concentration 2: Entrepreneurship**Concentration 2: Required Courses 15 credits**

Course Number	Course Title	Credits
BUS 349	Entrepreneurship Basics	3
BUS 357	Family Business	3
BUS 431	Entrepreneurship Plans	3
MKT 344	Retail Management	3
MKT 347	Consumer Behavior	3

Concentration 2: Elective Courses 3 credits**Choose one from the following**

BUS 311	Human Resource Management	3
BUS 312	Staff Supervision & Employee Relations	3
BUS 368	E-Business Technology	3
BUS 491	Independent Study in Management	3
ECON 340	International Economics	3
ECON 360	Labor Economics	3
ECON 390	Independent Research	3
MKT 346	International Marketing	3
MKT 348	Service Marketing	3
PSY 252†	Leadership, Motivation & Power	3

V. Concentration 3: Business Analytics**Concentration 3: Required Courses 15 credits**

Course Number	Course Title	Credits
BUS 200	Introduction to Programming for Bus Analytics	3
BUS 275	Data Mining Analytics	3
BUS 461	Project Management for Business	3
BUS 377	Business Intelligence	3
ECON 420	Advanced Economic Statistics & Forecasting	3

Concentration 3: Elective Courses 3 credits**Choose one from the following**

BUS 240	Foundations of Supply Chain Management	3
BUS 340	Enterprise Risk Management & Insurance	3
ECON 390	Independent Research	3
ECON 421	Econometrics	3
MKT 342	Marketing Research	3

VI. Concentration 4: Logistics and Supply Chain Management
Concentration 4: Required Courses 15 credits

Course Number	Course Title	Credits
BUS 240	Foundations of Supply Chain Managem	3
BUS 365	Materials and Inventory/Production Cont	3
BUS 366	Transportation Management	3
BUS 367	Logistics Management	3
BUS 369	International Supply Chain Management	3

Concentration 4: Elective Courses 3 credits
Choose one from the following

BUS 368	E-Business Technology	3
BUS 371	Supply Chain Modeling	3
BUS 372	Strategic Cost Management	3
BUS 373	Procurement Management	3
BUS 465	Enterprise Resource Planning	3
ECON 340	International Economics	3
ECON 390	Independent Research	3

VI. Concentration 4: Logistics and Supply Chain Management
Concentration 4: Required Courses 15 credits

Course Number	Course Title	Credits
BUS 240	Foundations of Supply Chain Managem	3
BUS 365	Materials and Inventory/Production Cont	3
BUS 366	Transportation Management	3
BUS 367	Logistics Management	3
BUS 369	International Supply Chain Management	3

Concentration 4: Elective Courses 3 credits
Choose one from the following

BUS 368	E-Business Technology	3
BUS 371	Supply Chain Modeling	3
BUS 372	Strategic Cost Management	3
BUS 373	Procurement Management	3
BUS 465	Enterprise Resource Planning	3
ECON 340	International Economics	3
ECON 390	Independent Research	3

VII. Concentration 5: International Business
Concentration 5: Required Courses 15 credits

Course Number	Course Title	Credits
BUS 377	Business Intelligence	3
ECON 340	International Economics	3
MKT 346	International Marketing	3
BUS 435	Management of International Corporation	3
BUS 445	International Competitiveness	3

Concentration 5: Elective Courses 3 credits
Choose one from the following

BUS 240	Foundations of Supply Chain Managem	3
BUS 311	Human Resource Management	3
BUS 367	Logistics Management	3
BUS 368	E-Business Technology	3
BUS 370	Labor Relations and Collective Bargainin	3
BUS 465	Enterprise Resource Planning	3
BUS 491	Independent Study in Management	3
ECON 390	Independent Research	3
SPAN105***	Intermediate Spanish I	3
FREN105***	Intermediate French I	3
CHIN105***	Intermediate Chinese I	3

VII. Concentration 5: International Business
Concentration 5: Required Courses 15 credits

Course Number	Course Title	Credits
BUS 377	Business Intelligence	3
ECON 340	International Economics	3
MKT 346	International Marketing	3
BUS 435	Management of International Corporation	3
BUS 445	International Competitiveness	3

Concentration 5: Elective Courses 3 credits
Choose one from the following

BUS 240	Foundations of Supply Chain Managem	3
BUS 311	Human Resource Management	3
BUS 367	Logistics Management	3
BUS 368	E-Business Technology	3
BUS 370	Labor Relations and Collective Bargainin	3
BUS 465	Enterprise Resource Planning	3
BUS 491	Independent Study in Management	3
ECON 390	Independent Research	3
SPAN105***	Intermediate Spanish I	3
FREN105***	Intermediate French I	3
CHIN105***	Intermediate Chinese I	3

<p>Credit Totals</p> <table> <tr> <td>Total Business program credits</td><td>60</td></tr> <tr> <td>Total Core Curriculum credits</td><td>30-42</td></tr> <tr> <td>Total free elective credits</td><td>18-30</td></tr> <tr> <td>Total credits for the BS in Business Administration</td><td>120</td></tr> </table> <p>* ECON 102 may also be taken to fulfill the Flexible Core: Individual and Society requirement.</p> <p>** BUS 481 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.</p> <p>*** SPAN 101 and 102, or SPAN 103, or SPAN 104 are prerequisites for SPAN 105. FREN 102 or FREN114 is prerequisite for FREN105. CHIN102 or placement by department is prerequisite for CHIN105. Students interested in taking any other foreign language at an intermediate level may do so in consultation with the departments of Business and Economics and World Languages, Literatures and Humanities. Not open to students with an Associate's Degree unless they have the 101, 102 prerequisites.</p> <p>† PSY 102 is a prerequisite for PSY 251, PSY 252, and PSY 253 and also satisfies the Flexible Core Scientific World requirement</p> <ul style="list-style-type: none"> Students who have completed the Required Core: Mathematical and Quantitative Reasoning requirement will be prepared to take all courses in the Business Administration program. 	Total Business program credits	60	Total Core Curriculum credits	30-42	Total free elective credits	18-30	Total credits for the BS in Business Administration	120	<p>Credit Totals</p> <table> <tr> <td>Total Business program credits</td><td>60</td></tr> <tr> <td>Total Core Curriculum credits</td><td>30-42</td></tr> <tr> <td>Total free elective credits</td><td>18-30</td></tr> <tr> <td>Total credits for the BS in Business Administration</td><td>120</td></tr> </table> <p>* ECON 102 may also be taken to fulfill the Flexible Core: Individual and Society requirement.</p> <p>** BUS 481 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.</p> <p>*** SPAN 101 and 102, or SPAN 103, or SPAN 104 are prerequisites for SPAN 105. FREN 102 or FREN114 is prerequisite for FREN105. CHIN102 or placement by department is prerequisite for CHIN105. Students interested in taking any other foreign language at an intermediate level may do so in consultation with the departments of Business and Economics and World Languages, Literatures and Humanities. Not open to students with an Associate's Degree unless they have the 101, 102 prerequisites.</p> <p>† PSY 102 is a prerequisite for PSY 251, PSY 252, and PSY 253 and also satisfies the Flexible Core Scientific World requirement</p> <p>Students who have completed the Required Core: Mathematical and Quantitative Reasoning requirement will be prepared to take all courses in the Business Administration program.</p>	Total Business program credits	60	Total Core Curriculum credits	30-42	Total free elective credits	18-30	Total credits for the BS in Business Administration	120
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Total Business program credits	60																
Total Core Curriculum credits	30-42																
Total free elective credits	18-30																
Total credits for the BS in Business Administration	120																

Rationale: We propose the creation of this new concentration in an effort to help our students build skills for future careers requiring a solid background in business analytics, data mining, big data, and forecasting.

Assessment:

This Major Redesign will assist the Business and Economics Program in accomplishing one major objective outlined in our program goals, Goal 2 “Students demonstrate knowledge in the various areas of Business including: Economics, Marketing, Statistics, Computer Applications in Business, Business Law, International Business, Business Ethics and the capstone course Strategic Management which integrates all of these courses”, and Program Student Learning Outcome (PSLO) 2.1 “Students demonstrate basic knowledge in the major fields of Business Administration including: Economics, Marketing, Statistics, Computer Applications in Business, Business Law, International Business, Business Ethics and the capstone course Strategic Management.”

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Business & Economics	Efstathia Korkou

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input checked="" type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	Economics, Business Administration, Marketing	
<input type="checkbox"/> Course Change Proposal	Computer Applications in Business	
<input type="checkbox"/> Course Deletion		

Please provide an executive summary of your proposal

We propose the redesign of the following Minors so as to update our offerings to reflect new courses and courses that are not offered any more.

Economics
Business Administration
Marketing
Computer Applications in Business

Department Curriculum Committee Approval

Signature	Date
EFSTATHIA KORKOU	2/16/2021

Department Approval

Chairperson Signature	Date
Fenio Annansingh-Jamieson	2/16/2021

Other Departments Affected*

Department	Signature	Approved	Comments Attached
Mathematics and Computer Science	Edoardo Carta	X	

College Curriculum Committee Approval

Signature	Date
Paula Willis	3/2/21

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Effective: Fall 2022

Rationale: We wish to update our Minor in Economics. To that effect, we decrease the number of required courses from five to three and we offer a list of electives, out of which the students must select two courses. Our rationale here is that as soon as our students cover the foundational economics knowledge, they will have the opportunity to branch out into the areas of Public Finance, Money and Banking and International Economics or they can get more in depth in the Micro/Macro side if they choose.

Program: Minor in Business Administration
Effective: Fall 2022

From			To		
Course	Description	Crs	Course	Description	Crs
I. Required Courses			I. Required Courses		
BUS201	Computer Applications in Business	3	BUS160	Introduction to Business	3
BUS283	Business Law I	3	BUS201	Computer Applications in Business	3
ECON102	Introduction to Microeconomics	3	BUS283	Business Law & Ethics	3
			ECON102	Introduction to Microeconomics	3
			OR		
			ECON103	Introduction to Macroeconomics	3
II. Electives			II. Electives		
		6			3
Choose two (2) courses from the following			Choose one (1) from the following		
MKT341	Introduction to Marketing	3	MKT341	Introduction to Marketing	3
BUS301	Management Theory and Practice	3	BUS301	Management Theory and Practice	3
ACC101	Principles of Accounting I	3	ACC101	Principles of Accounting I	3
			BUS240	Foundations of Supply Chain Manag	3
			BUS302	Introduction to International Business	3
Total credits required for Business Administration Minor 15			Total credits required for Business Administration Minor 15		
This minor is not open to students majoring in Accounting, Business Administration, Economics, Aviation Management or Marketing.			This minor is not open to students majoring in Accounting, Business Administration, Economics, Aviation Management or Marketing.		

Rationale: We wish to update the Business Administration minor. To that effect, we increase the required courses from three to four, and we decrease the electives from two to one courses. In the required courses, we include the BUS160 Introduction to Business course. We also update our BUS283 offering, which has been enhanced with an Ethics component. We further wish to offer the option of taking ECON103 Introduction to Macroeconomics as an equivalent to taking ECON102 Introduction to Microeconomics,

since these are both foundational economics courses. We also enhance the list of the electives, by adding BUS240 Foundations of Supply Chain Management and BUS302 Introduction to International Business so as to offer our students more options.

Program: Minor in Marketing

Effective: Fall 2022

From			To		
Course	Description	Crs	Course	Description	Crs
I. Required Courses			I. Required Courses		
BUS201	Computer Applications in Business	3	BUS201	Computer Applications in Business	3
ECON102	Introduction to Microeconomics	3	MKT341	Introduction to Marketing	3
MKT341	Introduction to Marketing	3			
II. Electives (Choose two courses)			II. Electives (Choose <u>three</u> courses)		
MKT343	Advertising and Public Relations	3	MKT343	Advertising and Public Relations	3
MKT344	Retail Management	3	MKT344	Retail Management	3
MKT345	Principles of Selling	3	MKT345	Principles of Selling	3
MKT346	International Marketing	3	MKT346	International Marketing	3
MKT347	Consumer Behavior	3	MKT347	Consumer Behavior	3
MKT350	Industrial Marketing	3	MKT348	Service Marketing	3
MKT351	Sales Management	3	MKT349	Marketing and Societal Well-being	3
			MKT350	Industrial Marketing	3
			MKT351	Sales Management	3
			MKT355	Digital Marketing	3
Total credits required for Minor in Marketing			Total credits required for Minor in Marketing		
15			15		
*The Marketing Minor is not open to students with majors in the School of Business and Information Systems Management.			*The Marketing Minor is not open to students with majors in the School of Business and Information Systems Management.		

Rationale: We wish to redesign the Minor in Marketing. To that effect, we decrease the workload of required courses from three to two and we increase the number of electives from two to three. The redesigned minor will allow students to build foundational marketing knowledge and choose more marketing courses from an elaborate list of electives.

Program: Computer Applications in Business (Minor)
Effective: Fall 2022

From			To		
Course	Description	Crs	Course	Description	Crs
I. Required Courses		3	I. Required Courses		9
BUS201	Computer Applications in Business	3	BUS220	Cybersecurity Management	3
			BUS286	Digital Technologies in Organizations	3
			BUS290	Records Management and Preservation	3
II. Electives		12-13	II. Electives		6
Four courses chosen from the following:			Choose two (2) from the following		
ACC210	Computer Applications in Accounting	3	ACC210	Computer Applications in Accounting	3
BUS202	Introduction to Management Inform Syst	3	BUS200	Introduction to Programming for Bus An	3
BUS402	Management Information Systems	3	BUS201	Computer Applications in Business	3
BUS303	Office Information Systems	3	BUS376	Organizational Knowledge Management	3
CS497	Advanced Topics in Computing/ISM	3	BUS377	Business Intelligence	3
MATH190	Computers in Modern Society	4	CS100	Introduction to Computational Thinking	3
			CS491-499	Advanced Topics in Computing/ISM	3
Total credits required for Computer Applications in Business Minor		15-16	Total credits required for Computer Applications in Business Minor		15

Rationale: We wish to revamp the Computer Applications in Business Minor. To that effect, we increase the required courses from one to three courses, and we decrease the electives from four to two courses. In the required courses, we suggest BUS220 Cybersecurity Management, BUS286 Digital Technologies in Organizations, BUS290 Records Management and Preservation, as more contemporary knowledge to the minor, and we shift BUS201 Computer Applications in Business in the list of the electives. Further, in the list of the electives, we remove BUS202 Introduction to Management Information Systems, BUS402 Management Information Systems, and BUS303 Office Information Systems, and we add BUS 200 Introduction to Programming for Business

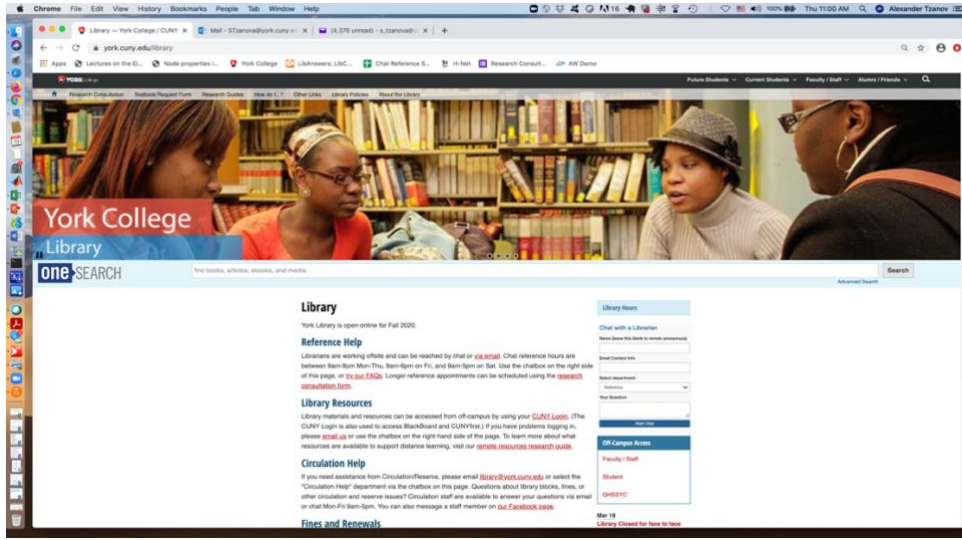
Analytics, BUS376 Organizational Knowledge Management, and BUS377 Business Intelligence so as to offer our students courses that are more consistent with the trends in the industry. Lastly, we remove MATH190 from the list of the electives, since it is no longer offered. In consultation with the Department of Mathematics and Computer Science, we propose to offer CS100 Introduction to Computational Thinking, and we also update CS497 to CS491-497 so as to reflect how this course is currently offered.

Appendix 3



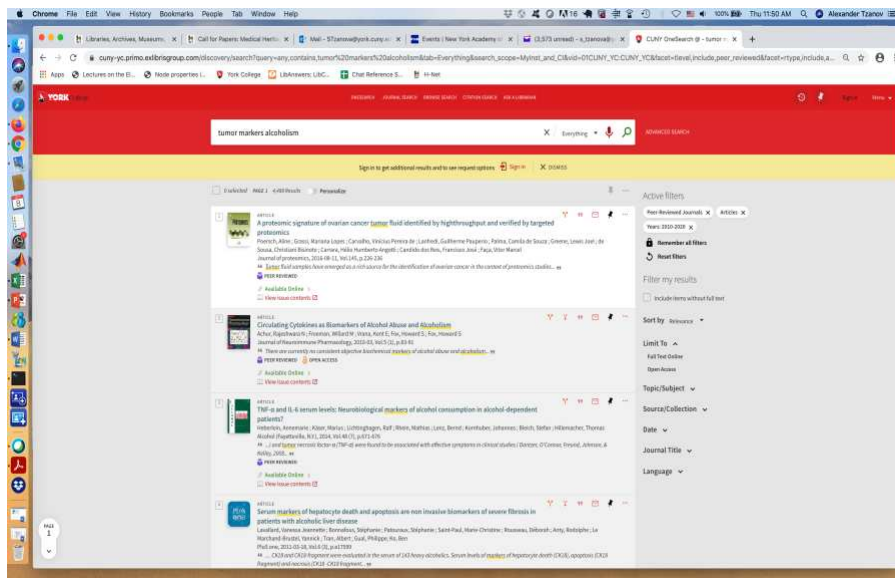
Welcome to the Virtual York Library

<https://www.york.cuny.edu/library>



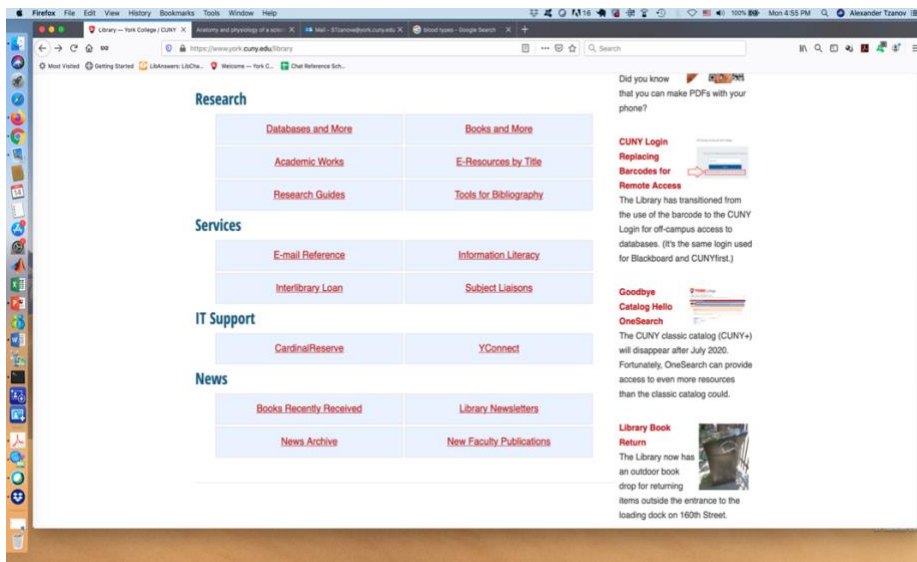
- **Library Resources:**
 - 250, 000+ eBooks & Controlled Digital Lending via The Open Library
 - 210, 000 eJournals
 - 250+ databases
- **Remote Access:**
 - CUNY login (CUNYFirst and Bb) or SSL VPN
 - Barcode will still be used to borrow materials when the Library opens
- **Reference Assistance:**
 - ***Library Chat & via Email**

- **Online Research Consultations by appointment @**
<https://www.york.cuny.edu/library/research-consultation>
- ***eReserves:** forthcoming in Spring/Summer 2021
- **Goodbye Catalog, Hello OneSearch!**



- **OneSearch Libguide @** <https://libguides.york.cuny.edu/onesearch>
- **OneSearch Basic Search @** https://youtu.be/JfC2VbR_kU0
- **OneSearch Advanced Search @** <https://youtu.be/SybbjX94Ytg>

● **Research Resources and Library Services:**



● ***Temporarily Suspended Library Resources and Services**

- **Library Reserves & print books**
- **CLICS books**
- **ILL books**

Our best resource? A team of seven dedicated full time librarians who are present 24/7 online and via **Research Guides** @ <http://libguides.york.cuny.edu/>.

Our main problem? York Library Budget

Table: Summary of the Library's Income and Collection Development Budget*

Academic Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total income for academic year (OTPS, Tech Fee, Matching + Funds High School Funds)	\$510,839	\$443,574	\$459, 258	\$473,019	0
Electronic Resources (Tech Fee)	\$276,867	\$278,517	\$285,867	\$292,530	0
Serials	\$ 71,864	\$ 58,257	\$ 42,657	\$ 36, 661	0
New Books Orders (total)	\$119,586	\$ 68,161	\$ 93,820	\$ 94,336**	\$41,000**
• New Books (OTPS for collection development)	\$ 82,909	\$ 30,161	\$ 45,002	\$ 57,859	0
• New Books (High School Funds)	\$ 35,959	\$ 38,000	\$ 38,198	\$ 38,239	\$ 41,000

*Credit: prof. J.Drobnicki & Prof. N.Kinyatti, Budget: Income and Expenditures sections in Annual Reports

**Print books and eBooks

The Library's primary budget source is OTPS (Other Than Personnel Services) tax-levy funds; supplementary sources of funding include the Technology Fee, auxiliary enterprises, matching funds (by CUNY Central Office for research to support existing graduate programs) and grants. In addition, York College Library receives so called High School Funds, due to an agreement between the NYC Department of Education and CUNY. The total annual expenditures during the past five years decrease at a steady rate. Budget wise the delay/lack of OTPS funds for 2020-2021 reduces York Library to a high school library. If programs at York continue to expand, while budget continues to decrease, the Library will reach a breaking point. It is crucial that the York College administration allocate adequate funds for collection development when planning for the expansion of graduate programs that require access to research beyond general studies. If this downward trend persists, the Library's collection will become obsolete and thereby fail to support undergraduate, graduate students, and faculty research needs. In order for York College to be successful in competing with other colleges that offer similar programs, it must be fully prepared to fund access to the resources necessary for our students to demonstrate currency in these advanced fields.

Stefka Tzanova, Chair of Library Committee
Assistant Professor and Science Librarian

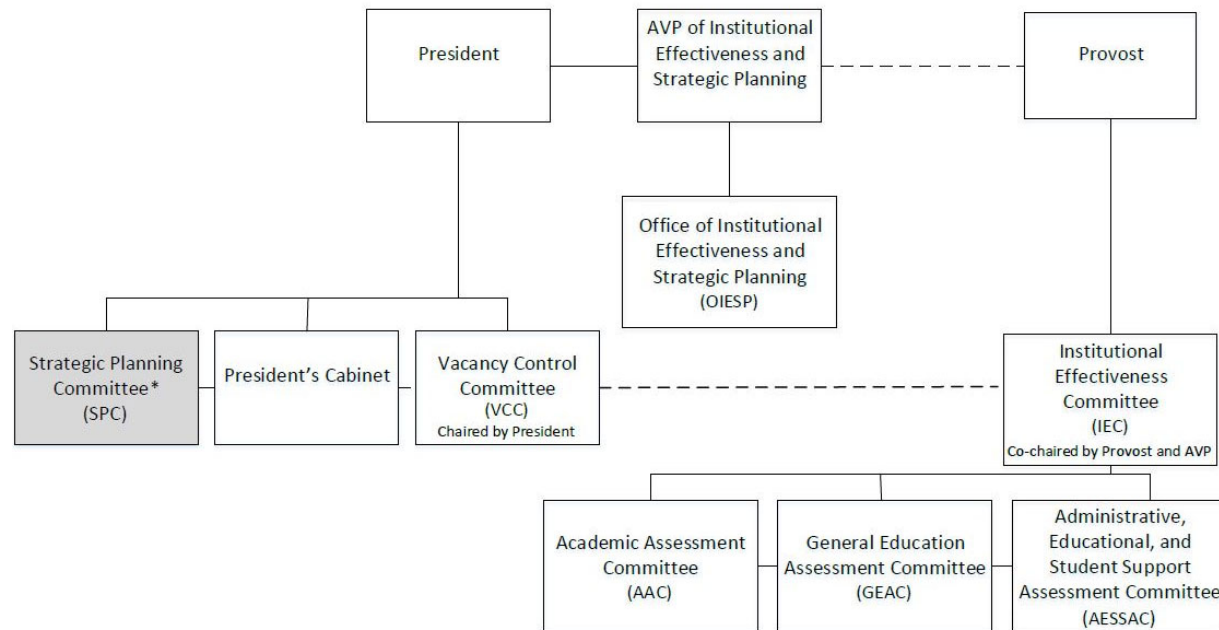
Appendix 4



Academic Assessment Committee (AAC)


Presentation to York College Senate
Dr. Linda Gerena
AAC Chair
March 23, 2021

Institutional Effectiveness Accountability Structure at York



*The Strategic Planning Committee will go offline when the Strategic Plan launches in April 2020. The IEC and Cabinet monitor progress on the annual operational plan, strategic plan, and key performance indicators.

AAC Faculty Driven: Membership includes representation from every department

- Linda Gerena, Teacher Education (Chair)
 - Gerard McNeil, Biology
 - Lindamichelle Baron, Teacher Education
 - Robert Brugna, Health Professions
 - Kristin Davies, Behavioral Sciences
 - Valerie Taylor-Haslip, Nursing
 - Maki Hajikano, Performing and Fine Arts
 - Boadnarine Bharosay, Accounting and Finance
 - Yong Kyu Lee, Business and Economics
 - Catherine Foster, Chemistry
 - Kim Glickman, Social Work (BS)
 - Selena Rodgers, Social Work (MS)
 - Derrick Brazill, Interim Provost, Office of Academic Affairs
 - Nazia Naeem, Office of Institutional Effectiveness & Strategic Planning
 - James Popp, Earth and Physical Sciences
 - Diana Daus, Occupational Therapy
 - Juana Ramos, World Languages
 - Debbie Rowe, English
 - Roberto Benedito, History, Philosophy and Anthropology
 - Di Su, Library
 - Thitima Srivatanakul, Mathematics and Computer Science
 - Galila Werber-Zion, Health and Human Performance
- 

Reminder: Annual Assessment Process at York

Annual Assessment Plan

- Identify the program student learning outcomes that will be assessed (*beginning of AY*)
- Reminder: Annual assessments feed the Academic program review (APR)

Mid-year check-in

- Check list of how the plan is coming along/request for help (*middle of AY*)

Year-End Annual Assessment Report

- Results based on the plan, identify next steps on what will be done with the findings, and state the progress on implementation of the action plan made previous year (close the loop)!

AAC Charge

- Provide college-wide leadership for academic assessment at the institutional, department and program levels;
- Build and maintain a culture of assessment by:
 - Developing and maintaining a systems-approach to assessment planning, implementation, use of assessment results and evaluation of assessment;
 - Monitoring assessment planning, implementation and evaluation on a 5-year cycle;
 - Promoting development of assessment practices with respective department colleagues
- Report the academic assessment results and plans to the Committee on Institutional Effectiveness annually.

MSCHE: Standard V Educational Effectiveness Assessment



“Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their **program of study, degree level**, the institution’s mission, and appropriate expectations for institutions of higher education”.

AAC Activities

- Coordinate program assessment (annual plans, mid-year check-in, year-end reports)
- Review reports submitted by programs
 - Provide feedback for ongoing continuous improvement (peer to peer feedback)
 - Create rubric to review assessment plan and reports
- Ongoing dialogue on assessment practices
- Identify methods to assess Institutional Learning Outcomes
 - Spring 2021: Coordinated a pilot to measure achievement of the Diversity ILO using the AAC&U rubric; modified; normed and shared with departments participating in the pilot
- Offer assessment workshops in coordination with the Office of Institutional Effectiveness and Strategic Planning

Fundamental Core Aspects of Program Assessment

- Faculty and Department driven
- Identify program goals and **program student learning outcomes**
- Review curriculum map to identify the courses in which the PSLOs are embedded
 - Across the board inclusion of assessments in these courses that are required regardless of who teaches the course
- Identify how the expected outcomes will be measured and set targets
- Gather student artifacts and evaluate
- Analyze the data
- Closing the loop: We have the data, Now What?
 - Goals Met? Goals unmet?
 - Make revision/decisions and reassess

AAC Findings: Progress Made

- In AY 2019-2020 reports, the committee noted improvements in the depth of analysis by some of the programs when compared to reports from AY 2018-19.
- Department level assessment committees have formed and are discussing assessment activities
- Faculty are providing peer to peer feedback and engaging in rich assessment conversations
- Sharing best practices
- York Assessment Management System (YAMS) serves as an assessment repository, documenting activities for department and institution
- Annual assessment and YAMS documentation fortifies the five-year Academic Program Review process as it contains evidence of annual assessments (including supporting documents such as survey results)

AAC Findings: Areas to improve

- Continue emphasis on program assessment (not class or course level):
 - Program assessment: **What your majors are really learning**, i.e. what students should know/do upon completion of the program. “How well all students in a program have achieved program-level learning goals” (Suskie, 2018, p.17).
- Importance of closing-the-loop: How are we using the results to improve achievement of our program student learning outcomes (PSLOs)
- Assessment at the program level in smaller programs
- Assessment of Institutional Learning Outcomes

How faculty can best help AAC

- Ensure annual participation in program assessment activities
- Include assessment on department meeting agendas (regular updates)
- Consider forming a department assessment committee and encourage regular meetings
- Reflect on the assessment activities
 - What does the data tell us about achievement of our program student learning outcomes
 - What are the strengths and areas for improvement
 - How are we using the results?
 - What does our PSLO assessment schedule look like
 - Will we have evaluated all of our PSLOs within the 5-years by the time of our next APR cycle?
- Celebrate assessment and share😊

Questions

THANK YOU!

Appendix 5

Senate Plenary Facilities Update: 3/23/21

New Business- Fall 2021 Preparations

1. Updating air filters from Merv 10 to Merv 13
2. Providing Space capacity guidelines per Covid social distancing requirements
3. January Water Incident: Pursuing insurance claim for damages

Department Updates

4. Archibus deployment: Facilities Integrated Workflow Management System
5. Supporting FEMA Vaccination site use at HPEC
6. Budget for Campus Beautification (PLHF) completed: approximately \$1 Million. *Does not include construction of landscaping.*

Capital Projects Updates

7. Active Construction
 - a. **Heating Hot Water Loop repair at Liberty Avenue-** Emergency Project Scheduled for Summer 2021: Impacts HPEC
 - b. **Campus Wide MEP Upgrades-** Construction at Greenhouse, Animal Labs and Data Center at over 90% completion, project closeout to commence within next few months: Impact ACB
 - c. **Campus Wide Escalators and Elevator Upgrades-** at over 90% completion, project closeout to commence within next few months: Impact ACB
 - d. **York College BMS Upgrade Project-** at over 80% completion: Impact ACB
 - e. **Academic Core Lecture Halls/ Chemistry and Biology Lab Renovations-** Overall project progress at 50%: Impact ACB
 - f. **PAC Roof Upgrades and Facade Repairs-** Overall project progress at 75%: Impact PAC
8. Bidding/ Selection/ Award
 - a. **Exterior Door Restoration-** Successful bidder identified and vetting has commenced with contract negotiations to follow, expected 3 months duration: Impact ACB
9. Design- *listed are projects at or above 50% document completion*
 - a. **PAC - Interior & Elevator Upgrades-** Bid documents completed, waiting on final funding approval prior to bidding. Impact PAC
 - b. **Replacement of Pool Dehumidification Unit Pool Pak-** Bid documents completed, bidding advertising date being finalized. Impact HPEC
 - c. **Academic Core Bathroom Upgrade-** in construction/ bid document development phase, completion of bid documents and advertising to identify successful bidder expected within 2021: Impact ACB/ HPEC
 - d. **Academic Core Building Lighting Study-** in construction/ bid document development phase, completion of bid documents and advertising to identify successful bidder expected within 2021: Impact ACB

Appendix 6



Cares Act Mental Health Committee Spring 2021

- **Dr. La Toro Yates**
- **Dean Maureen Becker**
- **Dr. Selena T. Rodgers**
- **Dr. Kennybel Peña**
- **Dr. Jay L. Choi**



Virtual Walk-In Clinic:

- <https://us02web.zoom.us/j/88566414977>
- MTWF: 12- 5 pm; TH: 12 – 3 pm & 5 – 8 pm

Virtual Front desk:

- Mon, Wed, & Fri 11-12 noon
- <https://us02web.zoom.us/j/84812978930>

***Want to speak
to a counselor?***



**Come to the York College Counseling
Virtual Walk-in Clinic.**

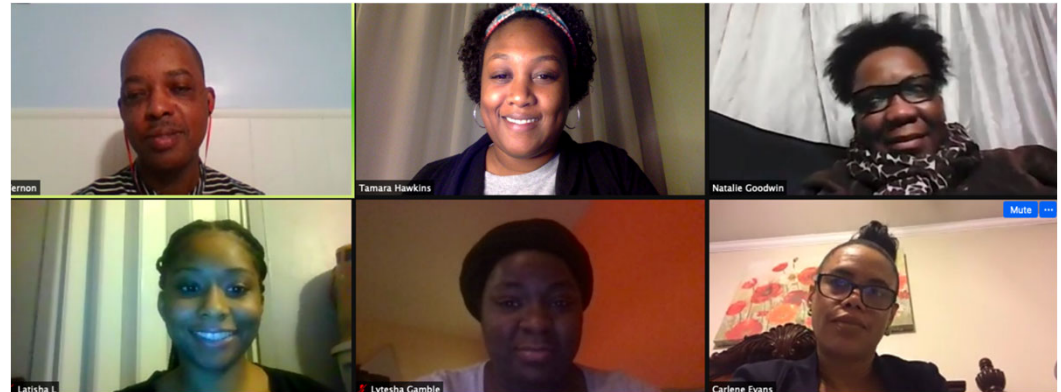
YORK College 

PLEASE Invite Peer Mental Health Support to your class



PEER MENTAL HEALTH SUPPORT ADVOCATES

- **Coordinator: Tamara Hawkins, MSW, thawkins901@york.cuny.edu**
- **Advocates and York MSW Scholars:**
Carlene Evans/Lytesha Gamble/Natalie Goodwin/Latisha Learperl/Vernon Harris



Peers to Peers

Let's talk

- <https://tinyurl.com/87n497m3>
- Meeting ID: 824 9157 4674
- Passcode: Talk



PEERS TO PEERS
Let's Talk



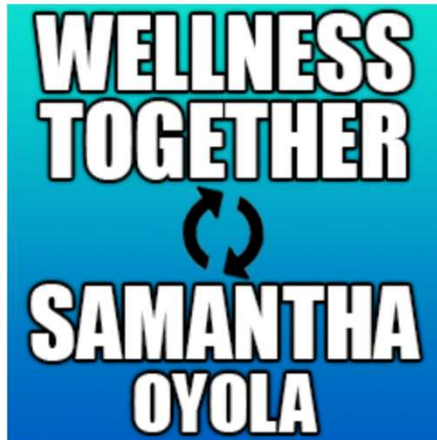
AN OPEN SPACE TO RELAX, UNWIND, AND SPEAK YOUR MIND!

MARCH 19, 2021 7-7:45PM

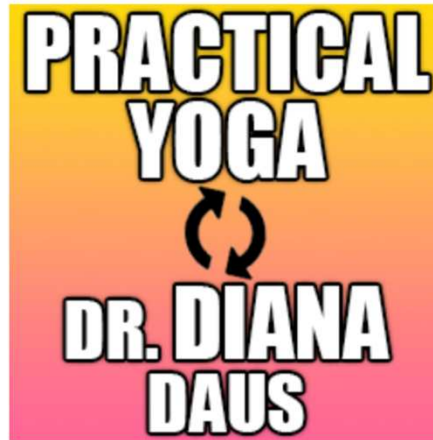


Sign up for Yoga? Self-Care for All

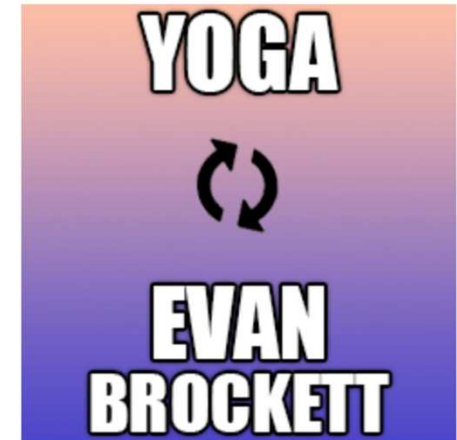
Instructor Lineup / On-Demand Channels



Classes in Session: Jan. 11-May 14



Classes in Session: Jan. 11-May 13



Classes in Session: Jan. 11-May 12

<https://yorkathletics.com/sports/2020/12/30/wellness.aspx>



Domestic Violence/
Mental Health
Advocate



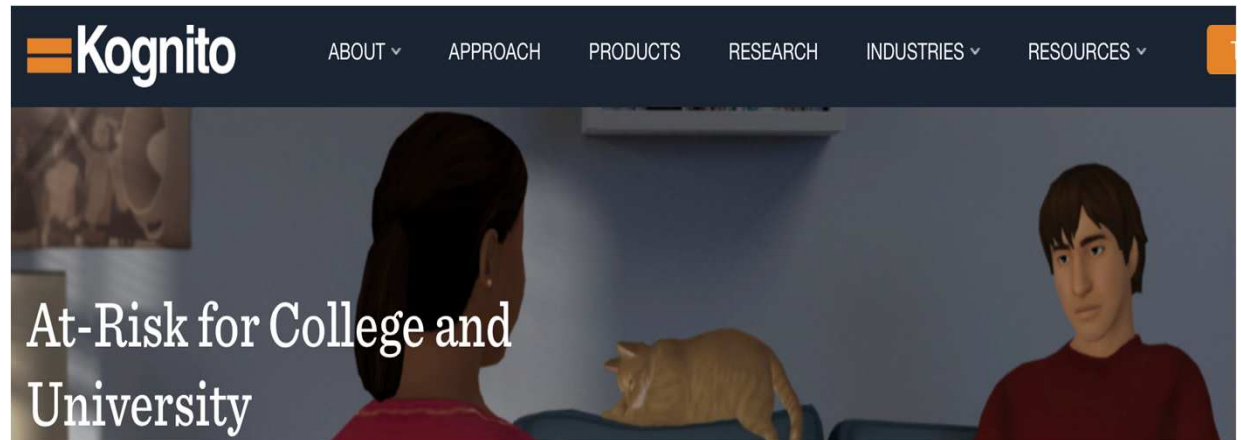
Marie Ange Richard, MSW
mrichard1@york.cuny.edu

How to response to
distressed students?



KOGNITO – coming soon

Virtual Training for faculty/staff for how to talk to
students who are distressed:



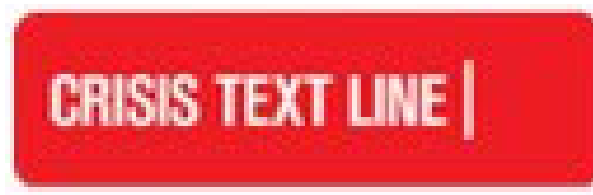
Self-Guided Apps

The York Cares ACT has also provided several applications for our students and faculty to utilize.

Self-help tools



TEXT "CUNY" TO 741741



WE NEED YOUR HELP

- Invite the CARES ACT committee to your department meetings to talk about the services available for students and staff.
- Visit the CARES ACT website and give us feedback
<https://www.york.cuny.edu/cares>
 - Is there additional programming we can offer
 - Timing of the services
 - Ideas to help us spread the word about the services