

The York College Senate
Tuesday, November $24^{\text {th }}, 2020$
Senate Plenary
(Online: Blackboard Collaborate Ultra with CHROME browser) https://us.bbcollab.com/guest/ccdb5bdd108a4db8a7a22c260563e403

1. Call to Order
2. Approval of Minutes: October 27, 2020
3. President's Report
4. Faculty Caucus Report (Barnes))
5. Student Caucus Report (Cerda
6. Standing Committee Reports
$>$ Curriculum Committee (Wojciechowski)
7. Title IX changes (Franqui)
8. New Business- TBA
9. Adjournment

Tuesday, November $24^{\text {th }}, 2020$
Senate Plenary
(Online: Blackboard Collaborate Ultra with CHROME browser)
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## Minutes

Present: Abraham, Adams, Amaghionyeodiwe, Apkarian, Bai, Barnes, Beaton, Brazill, Buxenbaum, Cerda, Chery, Costley, Daniel, Dawkins, Donahue, Eanes, Fearnley, Garcia Marin, Henry, Massimino, Maxwell, McDonald, McGlashing, Meddeb, Moore, Nath, Neale, Ortega, C. Perez, I. Perez, Pineda, Rodgers, Sewkaransing, Sharpe, Silva, Simpson, Singh, Sohan, Sonilal-Rambarran, Thompson, Veeria, Wanzer, Yates, Yuan

Absent: D'Alotto, Davidson, Dehkanov, Dhar, Ellis, Gellis, Gray, Kaur, McGee, Misir, Profit, Ramgadoo, Sarmin, St. Hillaire, Uddin, Walker,

Guests: Adams, Carta, Becker, Cooper, Franqui, Keiler, Korkou, Salek, Trimboli, Tung, Wojciechowski
**See the Blackboard record of attendance in Appendix 1.

1. Meeting was called to order at $12: 35 \mathrm{p} . \mathrm{m}$. by President Eanes
2. Approval of Minutes: October $27^{\text {th }}, 2020$

No discussion, Motion: Barnes: Second: Yuan, all in favor, 0 opposed, 0 abstentions
3. President's Report

Thanks were extended to faculty for tremendous work done to pivot successfully to the online environment and successfully meet the needs of our students.

Thanks were extended to essential workers who are on campus, including Public Safety, Facilities Management, IT, and faculty who are teaching classes on campus.

Priorities for the end of the semester include

- Confirmation of the plan for virtual spring fundraiser
- Facilities update will be presented by the end of the fall session or early in the winter session.
- Analysis of a plan to fill two vacancies: VP of Administration and Finance and VP of Student Affairs. Thanks were extended to interim VP of Student Development, Dr. Yates.
The University Chancellor sent a message regarding the budget. Any questions should be direct to the head of your unit, the provost, or the president. A furlough plan is currently being developed. Ismael Perez is currently developing a draft of a new budget website that will be presented to stake holders as soon as possible.

CARES Act Funding allocated to the colleges was distributed by CUNY Central. A small amount was distributed to York, primarily on mental health programs, IT upgrades, and tuition assistance. The college is prepared to distribute more funding if it becomes available.

A message will be sent to campus regarding the Strategic Enrollment Management Plan, including a description of subgroups

President's Commission on Diversity, Equity, and Inclusion will celebrate work done on campus, plan student events, evaluate faculty and staff diversity data, evaluate the college's designation as a
minority serving institution, and develop subcommittees. Thanks were extended to everyone who submitted names for potential committee members.

Thanks were extended to everyone who plans to participate in the holiday event (Ugly Christmas sweater).

President continues to work with the Foundation Board president to identify new board members. Suggestions for new Foundation Board members.

An update on enrollment and advertising will be given later in the semester. Dr. Yates met with several people to discuss advertisement of the graduate programs.

Day of Giving is December 1, 2020. Anyone interested in making a donation to York College should be encouraged to do so no that day.

Faculty are encouraged to meet with the new Executive Director of Facilities Management, Onyekachi Okoma.

The president expressed gratitude to everyone who has met with her to discuss collaboration, communication, and York culture and indicated her willingness to attend Department meetings, etc. so that she can continue to learn about the culture of York College.

No questions.
4. Faculty Caucus Report (Barnes)


Strategic Enrollment Management meetings have been productive.
Many of the Standing Committees haven't met this semester.
The Instructional and Professional Development Committee has been evaluating the Peer Observation Report form and the Student Evaluation of Teaching Effectiveness form.

Provost Brazill will attend the December Faculty Caucus meeting.
5. Student Caucus Report (Cerda)

Thanks were extended to secretary, Ann Marie, for organizing a Virtual Townhall. A record of the event may be placed on the website.

Empty senate seats were filled in a successful Special Election.
Food pantry continues to distribute food. Student participation is made difficult by the regulations necessary to ensure safety during the pandemic.

Future workshops are being considered focusing on mental health, yoga, exercise.
6. Standing Committee Reports
a. Curriculum Committee (Wojciechowski)

New courses
Mathematics and Computer Science - CS 365 Software and Web Applications Security
Business and Economics - BUS 160 Introduction to Business, BUS 200 Introduction to
Programming for Business Analytics, BUS 435 Management of International Corporations, BUS 445 International Competitiveness

Motion to approve: Barnes, Second: Donahue
All in favor, 0 opposed, 0 abstentions

## Course changes:

Teacher Education - EDUC 268, 285, 286, 323, 340, 351, 352, 369, 370, 371, 390, 395, 397
Amendment to all EDUC courses: Add 'Department permission required' as a pre-requisite to all courses.

Motion to accept amendment: Barnes, Second: Bai All in favor, 0 opposed, 0 abstentions Business and Economics - BUS 283

No discussion, Motion to approve: Donahue, Second: Yuan All in favor, 0 opposed, 0 abstentions

## Course withdrawal

Performing and Fine Arts - FA 104

No discussion, Motion to approve: Barnes, Second: Yuan
All in favor, 0 opposed, 0 abstentions
(Appendix 2)
7. Title IX Changes (Franqui) (Appendix 3)
8. New Business- none
9. Adjournment


Motion: Yuan, Second: de Silva, All in favor, 0 opposed, 0 abstentions.

## Appendix 1

Name Username Role AttendeeT First join Last leave Total time Joins

| Effie Korkou | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:00:44 |  |
| :---: | :---: | :---: | :---: | :---: |
| Laura Beaton | Moderator Integratior | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:27:52 |  |
| Sreya Sewkaransing | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:00:46 | 1 |
| Edoardo Carta (Math | ParticipantGuest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:18:04 | 2 |
| Jeanetta Yuan | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:15:20 | 1 |
| Wilkins Cerda | Participant Integratior | \#\# \#\#\#\#\#\#\#\# | 0:46:34 | 1 |
| Tiandra Thompson | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:12:25 | 1 |
| Winie Chery | Participant Integratior | \#\# \#\#\#\#\#\#\#\# | 1:05:50 | 6 |
| nadine donahue | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:10:49 | 1 |
| Aegina Barnes | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:10:40 | 1 |
| La Toro Yates | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:07:09 | 2 |
| tom moore | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:09:28 | 1 |
| Mark Adams | Participant Guest | \#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:07:57 | 1 |
| Kay Neale | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:06:30 | 1 |
| Sheridan Abraham | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:06:07 | 1 |
| Stephen Fearnley | Participant Integratior | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:04:58 | 1 |
| Zena Cooper | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:36:36 | 1 |
| Karishma | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:04:01 | 1 |
| Todd Simpson | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:02:11 | 1 |
| Edoardo Carta (Chair | ParticipantGuest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:34:43 | 2 |
| Maria Arianna Sohan | ParticipantGuest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:08:15 | 1 |
| Sandra Bell Adams | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:00:13 | 1 |
| Radek Wojciechowski | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:00:28 | 1 |
| Xin Bai | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:59:52 | 1 |
| Karishma | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:02:41 | 1 |
| Derrick | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:59:30 | 1 |
| Dana Trimboli | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 1:02:08 | 1 |
| Andie Silva | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:58:52 | 1 |
| Rishi Nath | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:42:51 | 5 |
| Virginia Garcia-Marin | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:58:47 | 1 |
| Ismael Perez | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:58:26 | 1 |
| Chabelys Perez | Participant Integratior | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:59:45 | 1 |
| Alex Costley | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:58:29 | 1 |
| Sreya Sewkaransing | ParticipantGuest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:03:24 | 2 |
| Jacob Apkarian | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:57:44 | 1 |
| Nina Buxenbaum | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:57:58 | 1 |
| Phoebe Massimino | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:57:50 | 1 |
| Celine Daniel | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:59:17 | 1 |
| Annmarie Veeria | Participant Integratior | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:18:18 | 2 |
| Brianna Maxwell | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:58:31 | 1 |
| Professor Elise K Henı | Participant Integratior | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:55:58 | 3 |
| Amy Y Ortega | Participant Integratior | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:55:54 | 1 |
| Lloyd Amaghionyeodi | Participant Guest | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:27:40 | 1 |
| Leslie Keiler | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:05:53 | 1 |
| Aarionna A Mcglashin | Participant Integratior | \#\#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:55:28 | 1 |
| Selena T. Rodgers | Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | 0:54:53 | 1 |


| 2010 | Participant Telephony | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 54: 13$ | 1 |
| :--- | :--- | :--- | :--- | :--- |
| Wayne D Dawkins | Participant Integratior | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 17: 50$ | 4 |
| Berenecea Eanes | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 53: 59$ | 1 |
| Lloyd Amaghionyeodi ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 02: 16$ | 1 |  |
| Maria Arianna Sohan Participant Guest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 00: 25$ | 1 |  |
| Maria Arianna Sohan ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 51: 17$ | 1 |  |
| Lloyd Amaghionyeodi ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 50: 29$ | 3 |  |
| Alicia Franqui | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 48: 43$ | 1 |
| Effie Korkou | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 48: 39$ | 1 |
| Dean Maureen Becke ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 47: 07$ | 1 |  |
| Elizabeth Meddeb | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 45: 30$ | 1 |
| Shaniza Pineda | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 19: 11$ | 1 |
| Dr. Keiler | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 15: 33$ | 1 |
| Michael Sharpe | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 44: 33$ | 1 |
| Fabiola Salek | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 43: 02$ | 1 |
| Larry Tung | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 11: 36$ | 1 |
| Veronica Wanzer | ParticipantIntegratior | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 23: 55$ | 1 |
| Destinie Mcdonald | ParticipantGuest | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 16: 07$ | 2 |
| Vedyiawattie Singh | ParticipantIntegratior | \#\#\#\#\#\#\#\# \#\#\#\#\#\#\#\# | $0: 14: 25$ | 1 |

## Appendix 2

# Executive Summary <br> November 2020 Curriculum Items 

1. New courses
1.1. Mathematics and Computer Science
1.1.1. CS 365 Software and Web Applications Security
1.2. Business and Economics
1.2.1 BUS 160 Introduction to Business
1.2.2 BUS 200 Introduction to Programming for Business Analytics
1.2.3 BUS 435 Management of International Corporations
1.2.4 BUS 445 International Competitiveness
2. Course changes
2.1. Teacher Education
2.1.1.EDUC 268, 285, 286, 323, 340, 351, 352, 369, 370, 371, 390, 395, 397

Update of pre-requisites and the catalogue description to better reflect course content
2.2. Business and Economics
2.2.1 BUS 283

Change of course title and description to increase focus on ethics

## 3. Course withdrawal

3.1. Performing and Fine Arts
3.1.1 FA 104

Course withdrawn and replaced by FA105 and FA106

# YOPKCollege <br> Curriculum Committee Proposal Cover Sheet 

| Department/Discipline | Contact Person |
| :--- | :--- |
| Mathematics and Computer Science | Thitima Srivatanakul |

Please indicate items submitted for Committee approval

| $\square$ | New Major Design | $\square$ |
| :--- | :--- | :--- |
| $\square$ | New Minor Design | $\square$ New Program |
| $\square$ | Revised Major Design | $\square$ |
| R | Revised Minor Design | $\square$ Revised Program |
| $\square$ | Course Change Proposal |  |
| $\square$ |  |  |
| $\square$ |  |  |

## Please provide an executive summary of your proposal

The practice of 'building-security-in' mentality is one of the important aspects that is now in demand in the areas of security and software development. Also, with the growing demand for a cybersecurity workforce, we propose a new course titled "Software and Web Applications Security." The course provides students with fundamental security concepts and technical skills necessary in the design and development of software and web applications. The course also introduces students to various cybersecurity threats, vulnerabilities and knowledge of security defense measures. The course allows students to explore different security tools used in identifying vulnerabilities and vulnerability assessment activities.

## Department Curriculum Committee Approval



## Department Approval

| Edoardo.Carta Chaiperson Signature | Date |
| :---: | :---: |

## Other Departments Affected*

| Department | Signature | mments Atasced |
| :---: | :---: | :---: |
| Bus and Econ | Fenio Annansingh Jamieson | $\checkmark$ |
|  |  |  |
|  |  |  |

## College Curriculum Committee Approval

|  | Oate |
| :---: | :---: |
| Rabh 2 F | 11/3/20 |

## College Senate Approval

|  | Signature |
| :---: | :---: |
|  |  |

[^0]Section AIV: New Courses

| Department | Mathematics \& Computer Science |
| :---: | :---: |
| Career | [X] Undergraduate [] Graduate |
| Academic Level | [X] Regular |
| Subject Area [Prefix] | CS |
| Course Number | 365 |
| Course Title | Software and Web Applications Security |
| Catalogue Description | Introduction to common vulnerabilities in software and web applications; countermeasures against attacks; identification and exploitation of software and web application vulnerabilities; threat modelling; basic security principles behind the development of software systems; use of security tools; vulnerabilities assessment; legal and ethical issues. Students are expected to complete several laboratory assignments. |
| Pre-requisite(s) | CS 291 |
| Co-requisite(s) | None |
| Credits | 4 |
| Contact Hours [total (lecture, lab)] | $4(4,0)$ |
| Liberal Arts | [X] Yes [] No |
| Course Attribute [WI] |  |
| General Education Component |  |

## Rationale:

The current Computer Science curriculum has only one security course, namely, CS465 Cryptography and Network Security, which gears towards theoretical aspects of computer security whereas this proposed course is more practical. The course has been piloted in Spring 2020 as an "Advanced Topics in Computing/Information Systems Management" with 17 students enrolled. The course was developed as part of the CUNY Career Success Course Innovation Grant.

The course provides students with fundamental security concepts and technical skills necessary in the design and development of software and web applications. The course also introduces students to various cybersecurity threats, vulnerabilities and knowledge of security defense measures. The course allows students to explore different security tools used in identifying vulnerabilities and vulnerability assessment activities.

## Assessment:

Is the creation of this course the result of departmental assessment?
If so, please describe.
If not in response to assessment, please outline how this course will be assessed in the future.
The course maps to the CS PSLO3.3 "Students will be able to apply techniques from Information Management, Databases, Information Assurance and Security, Cyber-Security", under Program Goal 3 - "Prepare students to be able to demonstrate understanding and competency in the practical applications of computers, computer technology and innovative digital technology." The course artifacts can be used as a direct measurement for PSLO3.3, which is assessed in the third year of the five-year cycle.

# CS365 - Software and Web Applications Security 

Instructor Contact Information

Instructor
*****

## Course Information

## Credit Hours

4 credits, 4 hours

## Email <br> *****

## Location <br> TBA

## Office Hours

*****

Class Schedule
TBA

## General Information

## Course Description

Introduction to common vulnerabilities in software and web applications; countermeasures against attacks; identification and exploitation of software and web application vulnerabilities; threat modelling; basic security principles behind the development of software systems; use of security tools; vulnerabilities assessment; legal and ethical issues. Students are expected to complete several laboratory assignments.

## Course Narrative

The course covers fundamental concepts and practical aspects of software and web applications security. It will focus on common weaknesses in software as listed in CWE top 25 and the OWASP top 10 most common vulnerabilities in web applications. Countermeasures against various attacks - such as buffer overflows, format string attack, cross site scripting, SQL injection and session hijacking will also be discussed with hands-on exercises and assignments. The course also covers basic security principles behind the development of software systems. Common software security pitfalls will also be covered with real-world case studies. Through exercises and assignments, students will have ample opportunity to develop the security mindset by thinking as both attackers and defenders and understand the design and implementation flaws that may lead to software security breaches. Course project and assignments may require Java or C/C++ and JavaScript.

## Pre-requisites CS 291

Co-requisites None

Learning Objectives
At the end of the course, the student should be able to:

1. Explain common security vulnerabilities of web applications as listed in OWASP top 10.
2. Understand the prevalent security threats in the software industry as listed in the CWE top 25 and understand the steps to take to mitigate or eliminate the weakness.
3. Identify and exploit web and software vulnerabilities in the code and understand secure coding practices to prevent common vulnerabilities.
4. Possess a working knowledge of using security tools such as OWASP-ZAP and Burp Suite.
5. Apply the threat modeling methods using attack trees.
6. Contextualize findings generated from vulnerability assessment activities.
7. Develop interpersonal and communication skill with the ability to deliver comprehensive oral and written presentation of the findings.

## Required Text

Required reading materials will be made available by the instructor.

## Course Methodology and Requirements

This course will combine traditional lecturing with hands-on exercises to reinforce student learning. Classroom attendance is mandatory for all students taking the course. If students arrive more than fifteen minutes late, they will be considered absent. Several of the course grades will depend on in-class activities. The instructor will discuss and clarify assigned readings in the class. If you are unable to attend class due to an emergency, please notify the instructor as soon as possible, preferably before the class meets. Students are expected to participate in class discussion and complete in-class labs and exercises.

## Make-up quiz/test Policy

Attendance at quizzes/exams is mandatory. Make-up quizzes/exams will only be given in the case of emergency, such as illness (with a doctor's note). In such case, you must email the instructor as soon as possible preferably before the quizzes/exams. A make-up quiz can only be arranged for students with a valid reason, otherwise they will receive 0 point for that exam.

## Course Projects/Assignments

Students are more engaged and focused when given the opportunity to work on hands-on projects. The course assignments will be designed to allow the students to conduct vulnerability assessment for small to medium sized software/web applications. Through these assignments, students will get the opportunity to develop the "security mindsets" by thinking as both attackers and defenders. Hands-on and practical assignments include the following topics:

1. Finding security vulnerabilities in Web Applications using OWASP -

In this assignment, students will be introduced to security tools such as Burp Suite. Using the tool, students will need to identify security vulnerabilities of a vulnerable web application that is designed and developed specifically for the course. Students will also need to launch successful attacks on the vulnerabilities identified and demonstrate understanding towards countermeasures that can help prevent or mitigate the attacks.

## 2. Exploiting a low-level program -

In this assignment, students will need to find vulnerabilities (as listed in CWE top 25), in several small programs written in a low-level programming language such as C/C++. The goal of this assignment is for the students to craft malicious inputs to fulfill some specific tasks. These tasks include bypassing authentication, stealing private information and corrupting valuable information. Students are also required to demonstrate approaches to mitigate or eliminate the vulnerabilities in the code.

## Course Schedule

*The outline below is tentative, and is subject to change as the semester progresses.
Week/Dates Topic

| Week 1 | Course overview |
| :---: | :---: |
|  | Introduction: |
|  | - CIA Triad: Confidentiality, Integrity, Availability <br> - Threats, Attacks and Vulnerabilities <br> - Computer Security Basics (Authentication, authorization, access control, non-repudiation) |
|  | Real-world case studies on web applications attacks |
|  | Legal and ethical issues |
| Week 2 | Introduction and Web Basics |
|  | Web Security: Attacks and threats on web applications |
|  | Threat Modeling using Attack Trees |
| Week 3 | Introduction to OWASP Top 10 and CWE Top 25 |
|  | Introduction to Web Proxy Tools (Burp Suite) |

Week 4 Web Security : Bypassing client-side controls OWASP-A5-Broken Access Control
CWE-20 Improper Input Validation

Week 5 Web Security : Broken Authentication
Industrial Standards in Authentication

Week 6 Web Security: SQL Injection
Introduction to SQL

Week $7 \quad$ Web Security: SQL Injection Introduction to Passwords Hashes and Cryptographic Hash Algorithms


## Additional Information

Policy on Academic Integrity, Cheating and Plagiarism
Cheating of any kind will not be tolerated. Definitions and examples of academic dishonesty can be found here, including

- Copying from another student during an examination or allowing another student to copy your work
- Using notes during a closed book exam.
- Submitting or 'cutting \& pasting' codes from the Internet
- Unauthorized use of cell phone or any communication device during an examination
- Giving assistance to acts of academic misconduct/dishonesty.

CUNY and York College's policies on academic integrity will be strictly adhered to. Please consult this link for information on York College's policy. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

## Policy on Grading

York College's grading policies will be adhered to.

## Student Support Resources

- The IT Help Desk offers support for IT related incidents, request and inquiries:. Email: helpdesk@york.cuny.edu https://www.york.cuny.edu/it/service-delivery-unit/service-desk
- The Center for Teaching, Learning and Educational Technologies (CTLET) offers support and resources for Blackboard and Online Technologies. Email: bbhelp@york.cuny.edu https://www.york.cuny.edu/academics/academic-affairs/ctlet
- The Math Learning Center (MLC) provides free tutoring services and help in multiple areas of Mathematics and most Computer Science courses. https://www.york.cuny.edu/academics/departments/mathematics-and-computer-science/math-learning-center
- The Collaborative Learning Center provides comprehensive tutorial services to York students. https://www.york.cuny.edu/academics/collaborative-learning-center

Disclaimer: The instructor reserves the right to make changes to this syllabus as necessary. This includes homework due dates, test dates and the topics to be covered. These changes will be announced as early as possible.

## Curriculum Committee Proposal Cover Sheet

| Department/Discipline | Contact Person |
| :--- | :--- |
| Business and Economics | Efstathia Korkou |

## Please indicate items submitted for Committee approval

| $\square$ | New Major Design | $\square$ | $\square$ |
| :--- | :--- | :--- | :--- |
| $\square$ | New Minor Design | $\square$ | New Program |
| $\square$ | Revised Major Design | $\square$ | Revised Minor Design |
| $\square$ | New Course Proposal | BUS200, BUS160, BUS435, BUS445 |  |
| $\square$ | Course Change Proposal |  |  |
| $\square$ | Course Deletion |  |  |
|  |  |  |  |

Please provide an executive summary of your proposal
We propose the following new courses.

BUS200 Introduction to Programming for Business Analytics: The course will provide students with the basics of programming for business applications. It will equip students with a working knowledge of business analytics tools such as Python, R, etc. for descriptive data analytics. These skills are foundational and are beneficial for every manager in today's data-rich economy. It will help students to showcase their analytics skills to future employers.

BUS160 Introduction to Business: This course will introduce students to the business discipline. This a survey course and will cover topics from Marketing, Entrepreneurship, International Business, Economics, and Information Systems Management.

BUS435 Management of International Corporations: This course will examine the managerial challenges faced by large and medium sized corporations in conducting business in global environments. Course focus will be on managing organizational complexities such as international strategic alliances, mergers and acquisitions, international human resource management.

BUS445 International Competitiveness: This course will examine competitiveness of businesses from a management, labor, and government perspective. Emphasis will be placed on the United States companies and their performance. Global cases will be examined.

## Department Curriculum Committee Approval

| Signature | Date |
| :--- | :--- |
| EFSTATHIA KORKOU | $10 / 20 / 2020$ |

Department Approval

| Chairperson Signature | Date |
| :--- | :--- |
| Fenio Annansingh-Jamieson | $10 / 22 / 2020$ |

Other Departments Affected*

| Department | Signature | Approved | Comments Attached |
| :--- | :--- | :--- | :--- |
| Mathematics and Computer Science | Edoardo Carta |  |  |
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## YORRCollege <br> Curriculum Committee Proposal Cover Sheet

College Curriculum Committee Approval

|  |  |  |
| :---: | :---: | :---: |
| Rabh, 2 gions | 11/3/2 |  |

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 | Business and Economics |
| :---: | :---: |
| Career | [X] Undergraduate [] Graduate |
| Academic Level | [X] Regular |
| Subject Area [Prefix] | BUS |
| Course Number | 200 |
| Course Title | Introduction to Programming for Business Analytics |
| Catalogue Description | The course will provide students with the basics of programming for business applications. It will equip students with a working knowledge of business analytics tools such as Python, R, etc. for descriptive data analytics. These skills are foundational and are beneficial for every manager in today's data-rich economy. It will help students to showcase their analytics skills to future employers. |
| Pre-requisite(s) | None |
| Co-requisite(s) |  |
| Credits | 3 |
| Contact Hours [total (lecture, lab)] | 3 (3,0) |
| Liberal Arts | [] Yes [X] No |
| Course Attribute [WI] |  |
| General Education Component |  |

Rationale:
The course will allow students to explore business solutions and equip them with the needed skills in a data driven economy.

## Assessment:

The course will help to further the second and third stated goal of the Information Systems Management (BS) Program which are: Goal 2: Students will develop the ability to analyze business requirements to determine appropriate information systems solutions using current and emerging technologies and Goal 3: Effectively communicate the results of analytic solutions to business problems and decisions.

IRP Code:

# York College of the City University of New York 

Department of Business and Economics

## Contact Details:

Dr. Fenio Annansingh-Jamieson
Office: AC/2B06BI
E-mail: fannansinghjamieson@york.cuny.edu
Telephone: 718-262-5209
Office Hours: By Appointment

## Course Information:

## Section:

Lecture Time:
Classroom:
Prerequisites: None

## Course Description

The course equips students with a working knowledge of the data analytics tools such as Python, R, etc. It helps students to develop the Problem-solving and analytical skills that are foundational and beneficial for every manager in today's data-rich economy. It requires no programming background knowledge and is tailored specifically to the novice's needs. Being able to collect and transform data, perform analyses on them, and efficiently do this, is the basic setup of businesses in today's world, this course helps students to showcase their analytics skills to future employers. Students will get exposed to a variety of applications for the Web and systems development.

## Learning Outcome

On completion of this course, the student will be able to:

- Critically reflect on the level of difficulty of programming a range of problems in various business settings
- To employ the business analytics tools practically and effectively.
- To autonomously list the requirements in terms of procedures and data needed for tackling a precise, quantitative business-oriented problem and be able to communicate them to the relevant stakeholders.


## Technology Requirements

You must have easy access to a computer with strong internet capabilities and a high-speed internet connection. Online students should purchase or borrow a headset (possibly with microphone) for use during our live synchronized sessions.

## Topics of each week

- Week 1 - Introduction: Welcome and overview of the course. Introduction to the data science process and the value of learning data analytics.
- Week 2 - Background: In this optional week, we provide a brief background in Python or unix to get you up and running.
- Week 3-4-5 Jupyter and Numpy: Jupyter notebooks are one of the most commonly used tools in data science as they allow you to combine your research notes with the code for the analysis. After getting started in Jupyter, we'll learn how to use numpy for data analysis. numpy offers many useful functions for processing data as well as data structures which are time and space efficient.
- Week 6-7 Pandas: Pandas, built on top of numpy, adds data frames which offer critical data analysis functionality and features.
- Week 7 -Visualization: When working with large datasets, you often need to visualize your data to gain a better understanding of it. Also, when you reach conclusions about the data, you'll often wish to use visualizations to present your results.
- Week 8- Mid term Exams
- Week 9 - Overview of R, R data types and objects, reading and writing data, cover the history of $R$ and $S$, go over the basic data types in $R$, and describe the functions for reading and writing data
- Week 10- Control structures, functions, scoping rules, dates and times
- Week 11- Loop functions, debugging tools, this will cover loop functions and the debugging tools in R. These aspects of R make R useful for both interactive work and writing longer code, and so they are commonly used in practice.
- Week 12- Simulation, code profiling: to simulate data in R, which serves as the basis for doing simulation studies. We also cover the profiler in R which lets you collect detailed information on how your R functions are running and to identify bottlenecks that can be addressed. The profiler is a key tool in helping you optimize your programs. Finally, we cover the str function, which I personally believe is the most useful function in R.
- Week 13 - Working with Text and Databases: You'll find yourself often working with text data or data from databases. This week will give you the skills to access that data. For text data, we'll also give you a preview of how to analyze text data using ideas from the field of

Natural Language Processing and how to apply those ideas using the Natural Language Processing Toolkit (NLTK) library.

- Week 15 - Final Project: These weeks let you showcase all your new skills in an end-to-end data analysis project. You'll pick the dataset, do the data munging, ask the research questions, visualize the data, draw conclusions, and present your results.
- Week 15: Final Exams


## Reading

There is no assigned text book. However, you may find it beneficial to read other discussions of topics in addition to what are presented in class or assigned as reading: either to explore a topic more deeply, or to simply get another viewpoint. There are many good books on Python, and many more excellent discussions of individual topics on the Web.

## References for getting started

- The Python Tutorial (https://docs.python.org/3/tutorial/): This is the official tutorial from the Python website. No more authoritative source is available.
- Code Academy Python Track (http://www.codecademy.com/tracks/python): Often cited as a great resource, this site offers an entertaining and engaging approach and in-browser work.
- Learn Python the Hard Way (http://learnpythonthehardway.org/book/): Solid and gradual. This course offers a great foundation for folks who have never programmed in any language before. [Python 2]
- Core Python Programming (http://corepython.com/): Only available as a dead trees version, but if you like to have book to hold in your hands anyway, this is the best textbook style introduction out there. It starts from the beginning, but gets into the full language. Published in 2009, but still in print, with updated appendixes available for new language features. In the third edition, "the contents have been cleaned up and retrofitted w/Python 3 examples paired w/their 2.x friends."
- Dive Into Python 3 (http://www.diveinto.org/python3/): This book offers an introduction to Python aimed at the student who has experience programming in another language.
- Python for You and Me (http://pymbook.readthedocs.org/en/latest/): Simple and clear. This is a great book for absolute newcomers, or to keep as a quick reference as you get used to the language. The latest version is Python 3.
- Think Python (http://greenteapress.com/thinkpython/): Methodical and complete. This book offers a very "computer science"-style introduction to Python. It is really an intro to Python in the service of Computer Science, though, so while helpful for the absolute newcomer, it isn't quite as "pythonic" as it might be.
- Python 101 (http://www.blog.pythonlibrary.org/2014/06/03/python-101-book-publishedtoday/) Available as a reasonably priced ebook. This is a new one from a popular Blogger about Python. Lots of practical examples. Also avaiable as a Kindle book: http://www.amazon.com/Python-101-Michael-Driscoll-ebook/dp/B00KQTFHNK
- Problem Solving with Algorithms and Data Structures (http://interactivepython.org/runestone/static/pythonds/index.html (Links to an external site.))
- Python Course (http://www.python-course.eu/python3 course.php (Links to an external site.)
- R-https://www.guru99.com/r-programming-introduction-basics.html


## References for getting better, once you know the basics

- Python Essential Reference (http://www.dabeaz.com/per.html): The definitive reference for both Python and much of the standard library.
- Hitchhikers Guide to Python (http://docs.python-guide.org/en/latest): Under active development, and still somewhat incomplete, but there is good stuff.
- Writing Idiomatic Python (https://www.jeffknupp.com/writing-idiomatic-python-ebook): Focused on not just getting the code to work, but how to write it in a really "Pythonic" way.
- Fluent Python (http://shop.oreilly.com/product/0636920032519.do): All python3, and focused on getting the advanced details right. Good place to go once you've got the basics down.
- Python 3 Object Oriented Programming (https://www.packtpub.com/application-development/python-3-object-oriented-programming (Links to an external site.)): Nice book specifically about Object Oriented programming stucture, and how to do it in Python. From local Author and founder of the Puget Sound Programming Python (PuPPy) meetup group, Dusty Phillips.
- Wickham, H. (2009) Ggplot2. Springer. http://catalog.lib.msu.edu/record=b7232787~S39a
- Peng, R.D. (2015) Exploratory Data Analysis with R. https://leanpub.com/exdata
- The Art of R Programming, by Norman Matloff Available via UNC-CH, at: http://site.ebrary.com/lib/uncch/detail.action?docID=10513550
- A Beginner's Guide to R, by Alain F. Zuur, Elena N. Ieno, and Erik Meesters Available via UNC-CH, at: http://link.springer.com/book/10.1007\%2F978-0-387-93837-0
- simpleR: Using R for Introductory Statistics, by John Verzani Available for free at: https://cran.r-project.org/doc/contrib/Verzani-SimpleR.pdf
- Modern Applied Statistics with S, by W. N. Venables, B. D. Ripley (for more advanced users) Available via UNC-CH, at: http://link.springer.com/book/10.1007\%2F978-0-387-21706-2


## Calculation of Final Semester Grade:

The weights shown above determine the final numerical grade for the course. Letter grades for the course are determined by numerical grades as follows:

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


## Course Requirements/Grading Criteria:

Exam : There will be 1 Midterm exam and 1 Final exam.
Quizzes will relate to material covered the day before.

## Hence there will be a 45 Minutes Quiz every day. Best 6 will count for your grade.

- Assignments are graded on quality, completeness and timeliness. No late assignment will be graded. All assignments are required to be handed in to count toward your final grade. All assignments must be clearly labeled with your name and date.


## Homework Problems

Homework will be assigned from each textbook chapter. Some homework assignments will be based on class materials, and others require outside research by the student.

## Assignment Submission

No late submission of assignment is accepted. If you miss the deadline, you miss the grade for the assignment unless otherwise stated. In case of emergencies, please provide the instructor with necessary documents.

## Academic Dishonesty

In accordance with the York College Student Handbook, an instructor can levy academic penalties for academic dishonesty. They are as follows:

* Minor infraction: Reduced or failing grade for the assignment in which the offense occurred.
* Serious or repeat infraction: Failing grade for the course (administrative F). Plagiarism on the term paper or cheating on an exam is considered serious infractions.

All assignments for this class must represent new work developed specifically for this class. Reusing assignments from previous classes will be considered equivalent to plagiarism.

In most cases, it should be clear what constitutes academic dishonesty. In other cases, especially when students work together, it may be less obvious. Please follow these guidelines:

* If you use an external source for information, cite it.
* For all assignments, the final write-up should always be done individually. The write-up should reflect your analysis, your conclusions, and your writing.
* Unless directed otherwise, when you collaborate with another student, you are allowed (and in fact encouraged) to tutor each other, bounce ideas and questions off each other, clarify concepts, give general advice, and demonstrate techniques using examples.
* You are not allowed to solve a problem for another student or to copy a solution from another student. Copying between students constitutes a serious infraction.

If you have any questions about whether a specific studying technique would constitute academic dishonesty, feel free to ask me.

## Student with Disabilities

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you should contact the Programs/Services for Students with Disabilities Office (AC1 G 03 ) and request I be provided with official notification of your accommodation needs as soon as possible. Please feel free to discuss with me accommodations and how my course requirements and activities may impact your ability to fully participate. My obligation is to
accommodate all students; however, I need to be notified of the nature of accommodations required.

## For Excellent College Grades in all your Courses:

Proper Time Management, Positive Attitude, Executing around Priorities, Self-Control (Doing your assignments when they are due).

Section AIV: New Courses

| Department | Business and Economics |
| :---: | :---: |
| Career | [X] Undergraduate [] Graduate |
| Academic Level | [X] Regular |
| Subject Area [Prefix] | BUS |
| Course Number | 160 |
| Course Title | Introduction to Business |
| Catalogue Description | This course introduces students to the business discipline. This a survey course and will cover topics from Marketing, Entrepreneurship, International Business, Economics, and Information Systems Management. |
| Pre-requisite(s) | None |
| Co-requisite(s) |  |
| Credits | 3 |
| Contact Hours [total (lecture, lab)] | $3(3,0)$ |
| Liberal Arts | [] Yes [X] No |
| Course Attribute [WI] |  |
| General Education Component |  |

Rationale: Understanding business concepts is important to any organization. This survey course will provide an overview of the various disciplines in the business world, ranging from Marketing, and Entrepreneurship to International Business, Economics, and Information Systems Management. The course will also provide some foundations required for business assessment and analysis.

Assessment: This new course will assist the Business school in accomplishing one major objective outlined in our program goals. 2) "Provide 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".

IRP Code:

# BUS 160-Introduction to Business (3 credits) <br> Course Outline - Fall 2021 <br> School of Business and Information Systems - York College 

## Instructor Information

Instructor: Wayne Forrester
Office: AC 2B08
E-mail: wforrester@york.cuny.edu
Office Hours: Monday through Thursday 2:00-pm-3:00pm

## Course Information

Section:
Class Time: TBA
Room: TBA
Prerequisites
None

Text: Foundations of Business 6th edition
William Pride, Robert Hughes and Jack Kapoor
ISBN 978-1-337-38692-0

## Course Description

This course introduces students to the business discipline. This a survey course and will cover topics from Marketing, Entrepreneurship, International Business, Economics, and Information Systems Management.

## Learning Outcomes

In this course the student will learn about:
Identify and describe the competitive environments and forces that affect the internal and external operations of companies doing business in the global market.

- Develop a basic understanding of the free enterprise system and other types of economic systems.
- Understand how business ethics apply to customers and other stakeholders in the business environment.
- Explain entrepreneurship and what it takes to be an entrepreneur.
- Understand the basic functions of management and the skills required of managers working with different concepts of motivation.
- Understand how a company utilizes human resource management to recruit, train, and retain employees.
- Develop an understanding of the marketing concept and the various elements of the marketing mix.
- Understand how businesses acquire and use capital.
- Understand the concepts in other business and the challenges managers face
- Describe how buyers and sellers compete and cooperate in markets in determining prices
- Gain a basic understanding of international business and the complexities of operating in a global environment


## Determination of Grades

The overall grade for this course will be determined as follows

| Midterm | $30 \%$ |
| :--- | :--- |
| Quiz and Homework | $15 \%$ |
| Cases and Presentation | $25 \%$ |
| Final | $30 \%$ |

## Course Grade

The weights shown above determine the final numerical grade for the course.
The grading scale is as follows:

| Grade | Numerical | Value |
| :--- | :--- | ---: |
| A+ | 4.00 | $97.0-100$ |
| A | 4.00 | $93.0-96.9$ |
| A- | 3.70 | $90.0-92.9$ |
| B+ | 3.30 | $87.0-89.9$ |
| B | 3.00 | $83.0-86.9$ |
| B- | 2.70 | $80.0-82.9$ |
| C+ | 2.30 | $77.0-79.9$ |


| C | 2.00 | $73.0-76.9$ |
| :--- | :--- | :---: |
| C- | 1.70 | $70.0-72.9$ |
| D+ | 1.30 | $67.0-69.9$ |
| D | 1.00 | $60.0-66.9$ |
| F, FAB,FIN,WU,WF,WN | 0.00 | $0-59$ |

## Makeup Examinations

'Make-up' examinations for Midterms and Quizzes will not be given in general. They are granted only in extremely exceptional situations. Please contact the department for further information.

## EXPECTATIONS FROM STUDENTS

## Class Attendance

- Class attendance is mandatory and will be taken in each class. The final grade will be reduced by one letter grade for each absence more than three days. Example: If your final grade is ' A ' and you have four absences, your grade will be reduced to 'A-' and for fifth day of absence, your grade will be 'B+'.
- Students are expected to remain until the class is concluded. If there is a valid reason for leaving before the class ends, a word to the instructor before class and choosing an aisle seat is appropriate. Otherwise, an early departure will be counted as an absence with regard to the Attendance Policy. In case of an emergency, leave as quietly as possible.


## Class Participation

- Class participation is highly encouraged.
- Reading Assignments: Students are expected to have the reading assignments for that day completed.
- Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class.


## Assignment Submission

No late submission of assignment is accepted. If you miss the deadline, you miss the grade for the assignment unless otherwise stated. In case of emergencies, please provide the instructor with necessary documents.

## Academic Dishonesty

In accordance with the York College Student Handbook, an instructor can levy academic penalties for academic dishonesty. They are as follows:

Minor infraction: Reduced or failing grade for the assignment in which the offense occurred.

Serious or repeat infraction: Failing grade for the course (administrative F). Plagiarism on the term paper or cheating on an exam are considered serious infractions.

All assignments for this class must represent new work developed specifically for this class. Reusing assignments from previous classes will be considered equivalent to plagiarism.

In most cases, it should be clear what constitutes academic dishonesty. In other cases, especially when students work together, it may be less obvious. Please follow these guidelines:

- If you use an external source for information, cite it.
- For all assignments, the final write-up should always be done individually. The write-up should reflect your analysis, your conclusions, and your writing.
- Unless directed otherwise, when you collaborate with another student, you are allowed (and in fact encouraged) to tutor each other, bounce ideas and questions off each other, clarify concepts, give general advice, and demonstrate techniques using examples.
- You are not allowed to solve a problem for another student or to copy a solution from another student. Copying between students constitutes a serious infraction.

If you have any questions about whether a specific studying technique would constitute academic dishonesty, feel free to ask me.

## Student with Disabilities

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you should contact the Programs/Services for Students with Disabilities Office (AC-1G03) and request I be provided with official notification of your accommodation needs as soon as possible. Please feel free to discuss with me accommodations and how my course requirements and activities may impact your ability to fully participate. My obligation is to accommodate all students; however, I need to be notified of the nature of accommodations required.

## Detailed Schedule

| Date | Reading Material | Chapter Outline | Assignment |
| :--- | :--- | :--- | :--- |
| Week 1 | Exploring the World of Business and <br> Economics | Case 1 | TBD |
| Week 2 | Ethics and Social responsibility | TBD |  |
| Week 3 | Global Business <br> Information Security | Case 2 | TBD |
| Week 4 | Choosing a form of Business Ownership |  |  |
| Week 5 | Small Business | TBD |  |
| Week 6 | Understanding the Management process |  | TBD |
| Week 7 | Exam (Midterm) | TBD |  |
| Week 12 | Building Customer relationships through <br> Effective Marketing |  | TBD |
| Week 10 | Attracting and retaining the best employees | Case 3 |  |
|  | Creating a flexible organization |  | TBD |
|  |  |  |  |
|  | Motivating and Satisfying Employee and teams |  |  |
|  |  |  |  |


| Week 13 | Creating and pricing products that satisfy <br> Customers <br> Distributing and promoting products | Case 4 | TBD |
| :--- | :--- | :--- | :--- |
| Week 14 | Big Data Analytics |  | TBD |
| Week 15 | Final |  |  |

Section AIV: New Courses

| Department | Business and Economics |
| :---: | :---: |
| Career | [X] Undergraduate [] Graduate |
| Academic Level | [X] Regular |
| Subject Area [Prefix] | BUS |
| Course Number | 435 |
| Course Title | Management of International Corporations |
| Catalogue Description | This course will examine the managerial challenges faced by large and medium sized corporations in conducting business in global environments. Course focus will be on managing organizational complexities such as international strategic alliances, mergers and acquisitions, international human resource management. |
| Pre-requisite(s) | Junior Status and ECON340 |
| Co-requisite(s) |  |
| Credits | 3 |
| Contact Hours [total (lecture, lab)] | $3(3,0)$ |
| Liberal Arts | [] Yes [X] No |
| Course Attribute [WI] |  |
| General Education Component |  |

Rationale: This is a new course in the international Business discipline. The course provides insight into International Business Management and the best business techniques to manage the uncertainties of international business.

## Assessment:

This new course will assist the Business school in accomplishing one of the major objectives outlined in our program goals.
3) "To demonstrate an ability to interpret, document and communicate relevant information effectively, in writing and verbally to a business audience and customers".

IRP Code:

## Instructor Information

Instructor : Wayne Forrester
Office: AC 2B08
E-mail: wforrester@york.cuny.edu
Office Hours: Monday through Thursday 2:00-pm-3:00pm

## Course Information

Section:
Class Time:
Room:
Prerequisites
Junior Status and ECON340

Text: Multinational Management, 7th Edition
John B. Cullen; K. Praveen Parboteeah
ISBN-13: 978-1-305-57678-0

## Course Description

This course will examine the managerial challenges faced by large and medium sized corporations in conducting business in global environments. Course focus will be on managing organizational complexities such as international strategic alliances, mergers and acquisitions, international human resource management.

## Learning Outcomes

In this course the student will learn about:

- The economic impact of multinational companies on various countries.
- Cultural influences of multinational companies
- Social responsibility challenges of Multinational companies
- Strategy development for the multinational corporation
- Entry mode method for multinational corporations
- Over coming barriers and identifying opportunities in international corporations
- Strategic Alliance and International dimensions
- International labor management


## Determination of Grades

The overall grade for this course will be determined as follows

| Midterm | $30 \%$ |
| :--- | :--- |
| Quiz and Homework | $10 \%$ |
| Presentation | $20 \%$ |
| Final | $40 \%$ |

## Course Grade

The weights shown above determine the final numerical grade for the course.
The grading scale is as follows:

| Grade | Numerical | Value |
| :--- | :---: | :---: |
| A+ | 4.00 | $97.0-100$ |
| A | 4.00 | $93.0-96.9$ |
| A- | 3.70 | $90.0-92.9$ |
| B+ | 3.30 | $87.0-89.9$ |
| B | 3.00 | $83.0-86.9$ |
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| C+ | 2.30 | $77.0-79.9$ |
| C | 2.00 | $73.0-76.9$ |
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- For absence due to sickness, the student MUST present proof of medical emergencies.
- Students are expected to remain until the class is concluded. If there is a valid reason for leaving before the class ends, a word to the instructor before class and choosing an aisle seat is appropriate. Otherwise, an early departure will be counted as an absence with regard to the Attendance Policy. In case of an emergency, leave as quietly as possible.


## Class Participation

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- For all assignments, the final write-up should always be done individually. The write-up should reflect your analysis, your conclusions, and your writing.
- Unless directed otherwise, when you collaborate with another student, you are allowed (and in fact encouraged) to tutor each other, bounce ideas and questions off each other, clarify concepts, give general advice, and demonstrate techniques using examples.
- You are not allowed to solve a problem for another student or to copy a solution from another student. Copying between students constitutes a serious infraction.
- If you have any questions about whether a specific studying technique would constitute academic dishonesty, feel free to ask me.


## Student with Disabilities

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Detailed Schedule

| Date | Reading Material | Assignment |
| :--- | :--- | :--- |
| Week 1 | Chapter 1 Multinational Management <br> in a Changing World |  |
| Week 2 | Chapter 2: Culture and Multinational <br> Management | Case 1 |
| Week 3 | Chapter 3: The Institutional Context <br> of Multinational Management |  |
| Week 4 | Chapter 4 Managing Ethical and <br> Social Responsibility Challenges in <br> Multinational Companies | Case 2 |
| Week 5 | Chapter 5 Strategic Management in <br> the Multinational Company: Content <br> and Formulation |  |
| Week 6 | Chapter 6 Multinational and Entry- <br> Mode Strategies: Content and <br> Formulation | Case 3 |
| Week 13 | HRM in the Local Context: Knowing <br> Resource Management |  |
| Week 7 | Exam (Midterm) <br> Week 10 | Chapter 9: International Strategic <br> Alliances: Design and Management <br> Wultinational Companies |
| Week 8 | Small Businesses and International <br> Entrepreneurship: Overcoming <br> Barriers and Finding Opportunities | Chapter 10: Multinational E- <br> Commerce: Strategies and Structures |
|  | Case 4 |  |
| Week 9 |  |  |
|  | Chapter 11: International Human <br> Week |  |
| Wrganizational Designs for |  |  |


|  | When and How to Adapt |  |
| :--- | :--- | :--- |
| Week 14 | International Negotiation and Cross- <br> Cultural Communication | Case 5 |
|  | Motivation in Multinational <br> Companies <br> Leadership and Management <br> Behavior in Multinational Companies |  |
| Week 15 | FINAL EXAM |  |

Section AIV: New Courses

| Department | Business and Economics |
| :---: | :---: |
| Career | [X] Undergraduate [] Graduate |
| Academic Level | [X] Regular |
| Subject Area [Prefix] | BUS |
| Course Number | 445 |
| Course Title | International Competitiveness |
| Catalogue Description | This course examines competitiveness of businesses from a management, labor, and government perspective. Emphasis will be placed on the United States companies and their performance. Global cases will be examined. |
| Pre-requisite(s) | Junior Status and ECON 340 |
| Co-requisite(s) |  |
| Credits | 3 |
| Contact Hours [total (lecture, lab)] | $3(3,0)$ |
| Liberal Arts | [ ] Yes [X] No |
| Course Attribute [WI] |  |
| General Education Component | X__Not Applicable  <br> _Required Flexible <br> _ English Composition _ World Cultures <br> _ Mathematics _ US Experience in its Diversity <br> _ Science _ Creative Expression <br> College Option _ Individual and Society <br>   |

## Rationale:

This is a new course in International Business. This course will provide an understanding of how US companies compete in a global environment where effective management, labor market and government policies are monitored and examined.

## Assessment:

This new course will assist the Business school in accomplishing one of our major objectives outlined in our program goals.
3) "To demonstrate an ability to interpret, document and communicate relevant information effectively, in writing and verbally to a business audience and customers".

# BUS 445- International Competitiveness (3 credits) <br> Course Outline <br> School of Business and Information Systems - York College 

## Instructor Information

Instructor: Wayne Forrester
Office: AC 2B08
E-mail: wforrester@york.cuny.edu
Office Hours: Monday through Thursday 2:00-pm-3:00pm

## Course Information

Section:
Class Time:
Room:
Prerequisites
Junior Status and ECON 340

Text: How to manage for International Competiveness, $1^{\text {st }}$ Edition
Abbas Ali
ISBN-978-1560242027
Course Description

This course examines competitiveness of businesses from a management, labor, and government perspective. Emphasis will be placed on the United States companies and their performance globally.

Cases will be examined.

## Learning Outcomes

In this course the student will learn about:

- The structure of United States industrial structure
- Effective Corporate Governance
- Cultural influences of individual countries on their competitive strategy
- Labor policy and its effect on competitiveness
- Quality leadership and global effectiveness
- Developing Strategic Human Resource capabilities
- Innovating and creating global marketing strategies
- Impact of over regulated market place


## Determination of Grades

The overall grade for this course will be determined as follows

| Midterm | $30 \%$ |
| :--- | :--- |
| Quiz and Homework | $10 \%$ |
| Presentation | $20 \%$ |
| Final | $40 \%$ |

## Course Grade

The weights shown above determine the final numerical grade for the course.
The grading scale is as follows:

| Grade | Numerical | Value |
| :--- | :---: | :---: |
|  |  |  |
| A+ | 4.00 | $97.0-100$ |
| A | 4.00 | $93.0-96.9$ |
| $\mathrm{~A}-$ | 3.70 | $90.0-92.9$ |
| $\mathrm{~B}+$ | 3.30 | $87.0-89.9$ |
| B | 3.00 | $83.0-86.9$ |
| $\mathrm{~B}-$ | 2.70 | $80.0-82.9$ |
| $\mathrm{C}+$ | 2.30 | $77.0-79.9$ |
| C | 2.00 | $73.0-76.9$ |
| $\mathrm{C}-$ | 1.70 | $70.0-72.9$ |
| $\mathrm{D}+$ | 1.30 | $67.0-69.9$ |
| D | 1.00 | $60.0-66.9$ |
| F, FAB,FIN,WU,WF,WN | 0.00 | $0-59$ |

## Makeup Examinations

'Make-up' examinations for Midterms and Quizzes will not be given in general. They are granted only in extremely exceptional situations. Please contact the department for further information.

## EXPECTATIONS FROM STUDENTS

## Class Attendance

- Class attendance is mandatory and will be taken in each class. The final grade will be reduced by one letter grade for each absence more than three days. Example: If
your final grade is ' A ' and you have four absences, your grade will be reduced to 'A-' and for fifth day of absence, your grade will be 'B+'.
- For absence due to sickness, the student MUST present proof of medical emergencies.
- Students are expected to remain until the class is concluded. If there is a valid reason for leaving before the class ends, a word to the instructor before class and choosing an aisle seat is appropriate. Otherwise, an early departure will be counted as an absence with regard to the Attendance Policy. In case of an emergency, leave as quietly as possible.


## Class Participation

- Class participation is highly encouraged.
- Reading Assignments: Students are expected to have the reading assignments for that day completed.
- Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class.


## Assignment Submission

No late submission of assignment is accepted. If you miss the deadline, you miss the grade for the assignment unless otherwise stated. In case of emergencies, please provide the instructor with necessary documents.

## Academic Dishonesty

In accordance with the York College Student Handbook, an instructor can levy academic penalties for academic dishonesty. They are as follows:

Minor infraction: Reduced or failing grade for the assignment in which the offense occurred.

Serious or repeat infraction: Failing grade for the course (administrative F). Plagiarism on the term paper or cheating on an exam are considered serious infractions.

All assignments for this class must represent new work developed specifically for this class. Reusing assignments from previous classes will be considered equivalent to plagiarism.

In most cases, it should be clear what constitutes academic dishonesty. In other cases, especially when students work together, it may be less obvious. Please follow these guidelines:

- If you use an external source for information, cite it.
- For all assignments, the final write-up should always be done individually. The write-up should reflect your analysis, your conclusions, and your writing.
- Unless directed otherwise, when you collaborate with another student, you are allowed (and in fact encouraged) to tutor each other, bounce ideas and questions off each other, clarify concepts, give general advice, and demonstrate techniques using examples.
- You are not allowed to solve a problem for another student or to copy a solution from another student. Copying between students constitutes a serious infraction.

If you have any questions about whether a specific studying technique would constitute academic dishonesty, feel free to ask me.

## Student with Disabilities

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you should contact the Programs/Services for Students with Disabilities Office (AC-1G03) and request I be provided with official notification of your accommodation needs as soon as possible. Please feel free to discuss with me accommodations and how my course requirements and activities may impact your ability to fully participate. My obligation is to accommodate all students; however, I need to be notified of the nature of accommodations required.

| Date | Reading Material | Assignment |
| :---: | :---: | :---: |
| Week 1 | Chapter 1: United States Industrial Competitiveness | TBD |
| Week 2 | Chapter 2: Understanding US and Japanese Competitiveness: A cross cultural perspective | TBD |
| Week 3 | Chapter 3: Analysis of US and Japanese perspective on Competitiveness | Case 1 |
| Week 4 | Chapter 4: Global Competition and Executive perspective on Trade Policy | Case 2 |
| Week 5 | Chapter 5: Export promotion and Competiveness |  |
| Week 6 | Chapter 6: Structural Analysis of Competition: The Canadian model | Case 3 |
| Week 7 | Exam (Midterm) |  |
| Week 8 | Chapter 7: International Operations and US company financial performance | TBD |
| Week 9 | Chapter 8: Cooperative Alliances and Foreign Direct investment | Case 4 |
| Week 10 | Chapter 9: Strategic Human Resource issues for Multinational firms |  |
| Week 11 | Chapter 10: Application of high quality leadership as an | TBD |


|  | international competitive <br> advantage |  |
| :--- | :--- | :--- |
| Week 12 | Chapter 11: Competitiveness in a <br> changing world- The Manager;s <br> role |  |
| Week 13 | Presentations- Cases |  |
| Week 14 | Presentations- Cases |  |
| Week 15 | FINAL EXAM |  |

# YeriKcollege <br> Curriculum Committee Proposal Cover Sheet 

| Department/Discipline | Contact Person |
| :--- | :--- |
| Teacher Education | Zena Cooper |

Please indicate items submitted for Committee approval

| $\square$ | New Major Design | $\square$ New Minor Design |
| :--- | :--- | :--- |$\quad \square$ New Program

X Course Change Proposal
Course Deletion

## Please provide an executive summary of your proposal

The Department of Teacher Education proposes the following changes, which are in line with current advising practices and make those practices transparent to students:

Adding EDUC 280 or EDUC 271 as prerequisite to EDUC268 to provide students with the background in child and adolescent development required to learn how to support the growth and development of linguistically and culturally diverse children and adolescents.

Adding EDUC 280 or EDUC 271 or PSY215 as pre-req to EDUC285 to provide students with the background in child and adolescent development required to learn how to support the growth and development of students with special needs.

Deleting ENG 125 as a prerequisite to EDUC 268 and EDUC 285 to avoid redundancy.
Adding EDUC285 (Introduction to Special Education) as a co-requisite for EDUC286 (Assistive Technology for Students with Special needs) to ensure that students have sufficient knowledge of special education to be able to apply their knowledge in EDUC 286 to work with software designed for students receiving special education services.

Removing the wording "Admission to Teacher Education curriculum and methods courses" to the prerequisites for EDUC 323, 340, 351, 369, 370, 371, 390, 395, and 397. The department removed this step in the program progression process in 2015.

Adding EDUC 283: Educational Psychology: effective Teaching \& Learning in Diverse Classrooms as a pre-requisite for EDUC 323, 340, 351, 352, 369, 390, 395 Since the removal of "Admission to Teacher Education curriculum and methods courses" in program progression, this has been the advising practice of the department. EDUC 283 provides essential foundational knowledge and skills for all curriculum and methods courses.

Adding EDUC 268: Bilingual and English Language Learner (ELL) Education as a prerequisite for EDUC 340 and EDUC 369 and a corequisite for EDUC 395. In EDUC 340 and EDUC 369, students learn to support their students' development of literacy skills and

# YeriKcollege <br> Curriculum Committee Proposal Cover Sheet 

395 focuses on assessment of diverse students. Understanding language development in diverse populations is essential for mastering these objectives.

Removing SPAN 308 as a prerequisite for EDUC 351 since EDUC 351 is a prerequisite for SPAN 308.

Changing the listed hours of EDUC 352 to be consistent with the current practice of embedding field work hours into the homework requirements for all courses.

Changing the course title for EDUC 398 to make it consistent with other curriculum and methods courses.

Changing the wording for EDUC 268, 285 323, 352, 369, 370, 371, 378, 379, 390, 397 and 398 to make the descriptions of field work hours consistent across Teacher Education courses.

All the courses added as a pre-requisite above are already within the major, therefore, no major redesign proposal is needed.

## Department Curriculum Committee Approval



Department Approval

| Chairperson Signature | Date |
| :--- | :--- |
| Quter | $10 / 15 / 2020$ |

## Other Departments Affected*

| Department | Signature | Approved | Comments Attached |
| :--- | :--- | :---: | :---: |
| Behavioral Sciences | Debrexterafah | X |  |
|  |  |  |  |
|  |  |  |  |

## College Curriculum Committee Approval

| Ralh, $V_{\dot{\circ}} \times 0^{\text {Sigature }}$ | $11 / 3 / 20$ |
| :---: | :---: |

## College Senate Approval

| Signature | Date |
| :--- | :---: |
|  |  |

[^1]Section AV: Course Changes

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | EDUC268: Bilingual and English Language Learner (ELL) Education | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) | 1. ENG 125 | Prerequisite(s) | 1.EDUC 280 or EDUC 271 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours [total (lecture, lab)] | [3 $(3,0)$ ] | Hours [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue Description | This course is an introduction to the philosophy, fundamental principles, and current approaches of teaching linguistically diverse English Language Learners (ELLs) in the urban school in both bilingual and mainstream settings. 15 hours of Fieldwork required. Not open to students with credit in EDUC 269. | Catalogue Description | This course is an introduction to the philosophy, fundamental principles, and current approaches of teaching linguistically diverse English Language Learners (ELLs) in the urban school in both bilingual and mainstream settings. The completion of 15 hours of fieldwork is required. Not open to students with credit in EDUC 269. |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | N/A | Course Attribute [WI] | N/A |
| General Education Component | ```_X_Not Applicable _ Required _ English Composition _ Mathematics - Science Flexible _ World Cultures - US Experience in its Diversity - - Creative Expression - Individual and Society``` | General Education Component | _X] Not Applicable _Required — English Composition — Mathematics Science Flexible — World Cultures — US Experience in its Diversity — Creative Expression Individual and Society |


|  | Scientific World |  | Scientific World |
| :--- | :--- | :--- | :--- |
| Effective |  | Effective | Fall 2021 |

## Rationale:

We propose to add EDUC280 or EDUC271 as a prerequisite to EDUC268 to provide students with the requisite knowledge and background to support the growth and development of linguistically and culturally diverse children and adolescents. The courses added as a prerequisite (EDUC 271 and 280) are general child and adolescent development courses. EDUC 268 is the study of development of specific populations of linguistically and culturally diverse students. Understanding general theories of development is essential for deep and efficient learning about the specific populations. It has been the department's practice that students were not given permission to take EDUC 268 until they had successfully passed EDUC 271 or 280, but this clarifies the requirement for the students. The addition of EDUC 268 to the Education minor makes the pre-requisite essential so that students are developing understanding in the appropriate order. English 125 is a prerequisite for EDU 271 and EDUC 280 . Therefore, listing it with the new prerequisites would be redundant.

Assessment:
Is this an administrative change?
Yes. - consistency of field work descriptions and codifying current advising practices
If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future using an assignment (SOLOM: Student Oral Language Observation Matrix) to assess student linguistic competence in English. A background in child language development is necessary to succeed with the assignment. By completing EDU 280 or 271, candidates will have this background knowledge. This assessment will target the Department of Teacher Education's PSLO 1.1 that aligns with York's ILOs of Diversity.

Program Code: 24951, 24952, 24953, 24939, 24941, 24942, 24943, 24954, 24955

Section AV: Course Changes

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course [Prefix, \#, title] | EDUC285: Introduction to Special Education | Course [Prefix, \#, title] | NC |
| Prerequisite(s) | 1.ENG125 | Prerequisite(s) | 1.EDUC 280 or EDUC 271 or PSY 215 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours [total (lecture, lab)] | [3(3, 0)] | Hours [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue Description | This course introduces students to the philosophical and historical foundations of special education, as well as contemporary issues and trends in the field. Students will review educational laws and policies and understand the rights and responsibilities of all involved. In addition, students will examine various areas of exceptionality including multiple disabilities, visually and hearing impaired, speech or language impairments, autism spectrum disorders, emotional disturbance, learning disabilities, gifted and talented, and other health impairments. The referral process, the individual evaluation process, Individualized Education Program (IEP), multi-disciplinary team responsibilities, annual review/revaluation, placement procedures, and parental collaboration will also be examined. The course takes a particular interest in practices that are | Catalogue Description | This course introduces students to the philosophical and historical foundations of special education, as well as contemporary issues and trends in the field. Students will review educational laws and policies and understand the rights and responsibilities of all involved. In addition, students will examine various areas of exceptionality including multiple disabilities, visually and hearing impaired, speech or language impairments, autism spectrum disorders, emotional disturbance, learning disabilities, gifted and talented, and other health impairments. The referral process, the individual evaluation process, Individualized Education Program (IEP), multi-disciplinary team responsibilities, annual review/revaluation, placement procedures, and parental collaboration will also be examined. The course takes a particular interest in practices that are |


|  | culturally and developmentally responsive. This course requires 10 hours of fieldwork with students designated as having special needs. |  | culturally and developmentally responsive. The completion of 10 hours of fieldwork with students designated as having special needs is required. |
| :---: | :---: | :---: | :---: |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | N/A | Course Attribute [WI] | N/A |
| General Education Component |  | General Education Component | ```__Not Applicable _ Required __ English Composition - Mathematics - Science __ Flexible _ World Cultures — US Experience in its Diversity __Creative Expression __Individual and Society``` $\qquad$ ```None ``` $\qquad$ <br> ```College Option``` |
| Effective |  | Effective | Fall 2021 |

## Rationale:

Students taking EDUC 285 would either be completing a Teacher Education Major or the Special Education Minor. EDUC 280 or 271 are taken by the majors, while PSYCH 215 is already an option for minor. This revision clarifies the order in which students must take these courses that are already required. EDUC 271, EDUC 280, and Psych 215 are general development courses. EDUC 285 is the study of development of specific populations of diverse students. Understanding general theories of development is essential for deep and efficient learning about the specific populations. English 125 is a prerequisite for EDU 271, 280 and Psych 215 . Therefore, listing it with the new prerequisites would be redundant. The catalogue description change is to create consistency among all TE courses in how fieldwork is described.

## Assessment:

Is this an administrative change?
Yes- consistency of field work descriptions and codifying current advising practices

If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future using an assignment of analyzing a mock IEP and how they will apply accommodations and/or modifications of the IEP plan in their classroom. In order for students to successfully complete this assessment, they must have a background of milestones in child or adolescent development to appropriately plan lessons for these students. This assessment will target the Department of Teacher Education's PSLO 1.1 that aligns with York's ILOs of Diversity.

Program Code: 24951, 24952, 24953, 24939, 24941, 24942, 24943, 24954, 24955

Section AV: Course Changes

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | 1.EDUC286: Adaptive Technology for Students with Special Needs | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) |  | Prerequisite(s) |  |
| Corequisite(s) |  | Corequisite(s) | 1.EDUC285 |
| Hours <br> [total (lecture, lab)] | [3 $(3,0)$ ] | Hours [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue Description | This course provides an overview of Assistive Technology (AT) and investigates its practical implementation in inclusive classrooms. Strategies and techniques for designing, developing, and deploying AT are explored to improve the quality of life and independence of learners with disabilities. Students develop and implement plans for assistive technology. They will learn about the traditional and latest AT devices, universal design for learning, curriculum adaptation and integration strategies via AT, and assessment and evaluation protocols. Discussions will include strategies for supporting and sustaining the use and integration of assistive technologies in inclusive classrooms. This course may be offered in a face-to-face or hybrid format. | Catalogue Description | This course provides an overview of Assistive Technology (AT) and investigates its practical implementation in inclusive classrooms. Strategies and techniques for designing, developing, and deploying AT are explored to improve the quality of life and independence of learners with disabilities. Students develop and implement plans for assistive technology. They will learn about the traditional and latest AT devices, universal design for learning, curriculum adaptation and integration strategies via AT, and assessment and evaluation protocols. Discussions will include strategies for supporting and sustaining the use and integration of assistive technologies in inclusive classrooms. |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | N/A | Course Attribute [WI] | N/A |


| General Education Component | ```_X Not Applicable - Required __ English Composition _ Mathematics - Science``` $\qquad$ <br> ```Flexible \\ _ World Cultures \\ __US Experience in its Diversity \\ __ Creative Expression \\ __ Individual and Society``` $\qquad$ <br> ```Scientific World``` $\qquad$ <br> ```College Option``` | General Education Component | _X_Not Applicable <br> _ Required <br> __ English Composition Mathematics $\qquad$ Science $\qquad$ Flexible <br> _ World Cultures $\qquad$ US Experience in its <br> Diversity $\qquad$ Creative Expression $\qquad$ Individual and Society $\qquad$ Scientific World $\qquad$ College Option |
| :---: | :---: | :---: | :---: |
| Effective |  | Effective | Fall 2021 |

Rationale:
In EDUC 285, students are introduced to special needs populations and disabilities that affect school age children. EDUC 286 relies upon the skills and knowledge gained in EDUC 285 and applies it to assistive technologies.

Assessment:
Is this an administrative change?
Yes- removing language no longer required in the bulletin and codifying current advising practices
If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future using a Wiki Group Project on Assistive Technologies. In order for students to evaluate software devices for this project, they must have knowledge in types of disabilities, in order to decide on which devices would work best. This assessment will target the Department of Teacher Education's PSLO 1.1 that aligns with York's ILOs of Diversity.

Program Code: 24951, 24952, 24953, 24939, 24941, 24942, 24943, 24954, 24955
Program Code MINOR: 24951, 24952, 24953, 24939, 24941, 24942, 24943, 24954, 24955

Section AV: Course Changes:

| FROM |  | TO |  |
| :--- | :--- | :--- | :--- |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | EDUC323 Curriculum and Methods in <br> Elementary Education: Mathematics | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) | 1.MATH271 and Admission to Teacher <br> Education curriculum and methods <br> courses. | Prerequisite(s) | 1. MATH 271 2. EDUC 283 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours <br> [total (lecture, lab)] | [3 (3, 0)] | Hours <br> [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
|  | Activities in the classroom that help <br> children develop insight into <br> mathematics, both as a study in itself and <br> as a tool for applied use. Extensive <br> review of methods and latest curriculum <br> materials together with appropriate <br> supporting research will be completed. <br> The focal point of the course is the <br> development of a math unit of instruction, <br> a detailed lesson plan and a portfolio of <br> mathematical activities. Preq:Admission <br> to the Teacher Educationcurriculumand <br> methods courses and MATH271. 1 hour | Cescription <br> lecture, 2 hours laboratory. The course <br> includes 15 hours of field experience. | Activities in the classroom that help <br> children develop insight into mathematics, <br> both as a study in itself and as a tool for <br> applied use. Extensive review of methods <br> and latest curriculum materials together <br> with appropriate supporting research will <br> be completed. The focal point of the <br> course is the development of a math unit <br> of instruction, a detailed lesson plan and <br> a portfolio of mathematical activities. The <br> completion of 15 hours of fieldwork is |
| Catalogue <br> Description | L] Yes [X] No | Lequired. |  |


| General Education Component | ```X Not ApplicableNone``` $\qquad$ ```NoneNone ``` | General Education Component | ```X_Not Applicable _ Required __ English Composition _- Mathematics - Science _ Flexible _ World Cultures ——US Experience in its Diversity ——Creative Expression __Individual and Society``` $\qquad$ ```NoneNone ``` |
| :---: | :---: | :---: | :---: |
| Effective |  | Effective | Fall 2021 |

Rationale:
EDUC 283 is required of all curriculum and methods courses. Changes to Teacher Education admissions were instituted in 2015, removing the admission to curriculum and methods courses from program progression. As a result, the department advising process began to require EDU 283 before permission was given to enroll in any curriculum and methods courses. This prerequisite revision makes that policy transparent to students. In addition, this course contains only lecture hours, no lab hours; this is an error.

## Assessment:

Is this an administrative change?
Yes. consistency of field work descriptions and codifying current advising practices
Error Correction: This course contains only lecture hours, no lab hours and the correction is made in the course description.
If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning. Students' foundational knowledge from EDUC 283 will enable them to plan lessons effectively. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Section AV: Course Changes:

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course [Prefix, \#, title] | EDUC340 Literacy Instruction Inside Middle and Secondary Schools for English Only (EO) and English Language Learners (ELLs) | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) | Admission to the Teacher Education curriculum and methods courses. | Prerequisite(s) | 1.EDUC 268 2. EDUC 283 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours <br> [total (lecture, lab)] | [3, (3, 0)] | Hours [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue Description | This required literacy education course for secondary education teacher candidates blends theoretical and developmental constructs with practical methods for developing standards-based literacy instructional strategies in content area and vocations classrooms. <br> Emphasis is on building assessmentbased strategies for literacy learning to meet the needs of all children. Students will focus on using content-based text, electronic text, and multimedia formats to encourage adolescents to respond to literature, research and process information, study effectively, and build strategies for reading. Special concentration in this course will be planning language and content instruction for English Language Learners (ELLs), | Catalogue Description | This required literacy education course for secondary education teacher candidates blends theoretical and developmental constructs with practical methods for developing standards-based literacy instructional strategies in content area and vocations classrooms. <br> Emphasis is on building assessmentbased strategies for literacy learning to meet the needs of all children. Students will focus on using content-based text, electronic text, and multimedia formats to encourage adolescents to respond to literature, research and process information, study effectively, and build strategies for reading. Special concentration in this course will be planning language and content instruction for English Language Learners (ELLs), |


|  | and teaching ELLs through the content areas. 30 hours of fieldwork is required. |  | and teaching ELLs through the content areas. The completion of 30 hours of fieldwork is required. |
| :---: | :---: | :---: | :---: |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | WI | Course Attribute [WI] | NC |
| General Education Component |  | General Education Component |  |
| Effective |  | Effective | Fall 2021 |

## Rationale:

Changes to Teacher Education admissions were instituted in 2015. As a result, the department advising process began to require EDU 283 before permission was given to enroll in any curriculum and methods courses. This prerequisite revision makes that policy transparent to students. In response to state requirement to support English Language Learners (ELLs), EDU 340 has added substantial work with this population. EDU 268 introduces students to linguistically and culturally diverse population making this course essential for success in EDU 340. The catalogue description change is to create consistency among all TE courses in how fieldwork is described.

Assessment:
Is this an administrative change?
Yes- consistency of field work descriptions, removing outdated procedure, and codifying current advising practices
If not an administrative change, is this change the result of departmental assessment?
If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning. Students' foundational knowledge from EDUC 283 and EDUC 268 will enable them to plan lessons effectively. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Program Code: 24951, 24952, 24953, 24954

Section AV: Course Changes

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | EDUC351 Teaching Reading and Spanish Language Arts in Bilingual Contexts | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) | 1. EDUC 268 2. SPAN 209 3. SPAN308, and formal admission to the teacher education program for teacher education candidates; departmental permission required for non-degree students. | Prerequisite(s) | 1. EDUC 268 2. SPAN 209 3. EDUC283 |
| Corequisite(s) |  | Corequisite(s) |  |
| Hours <br> [total (lecture, lab)] | [3, $(3,0)$ ] | Hours [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue Description | In this course the theoretical and ideological foundations of teaching and learning the Spanish language in bilingual contexts are presented and analyzed. Included are: curriculum, methods and selection of materials for teaching reading and the language arts at the elementary school level. The completion of 15 hours of supervised fieldwork is required. <br> Sample lessons taught by each student will be videotaped and analyzed. | Catalogue Description | In this course the theoretical and ideological foundations of teaching and learning the Spanish language in bilingual contexts are presented and analyzed. Included are: curriculum, methods and selection of materials for teaching reading and the language arts at the elementary school level. The completion of 15 hours of supervised fieldwork is required. |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | N/A | Course Attribute [WI] | N/A |
| General Education Component | _X_Not Applicable <br> -_Required | General Education Component | _X_ Not Applicable <br> __Required |


|  | — English Composition — Mathematics _ Science Flexible — World Cultures — US Experience in its Diversity — Creative Expression — Sndividual and Society College Option |  | — English Composition — Mathematics _ Science Flexible — World Cultures — US Experience in its Diversity — Creative Expression — $\operatorname{Individual~and~Society~}$ Scientific World College Option |
| :---: | :---: | :---: | :---: |
| Effective |  | Effective | Fall 2021 |

Rationale:
EDUC 283 is required of all curriculum and methods courses. Changes to Teacher Education admissions were instituted in 2015, removing the admission to curriculum and methods courses from program progression. As a result, the department advising process began to require EDU 283 before permission was given to enroll in any curriculum and methods courses. This prerequisite revision makes that policy transparent to students. Videotaping of lessons is dependent upon local school regulations and is being removed as a mandate.

Assessment:
Is this an administrative change?
Yes- consistency of field work descriptions, removing outdated procedure, and codifying current advising practices
If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning and Task 5: Impact on Student Learning. Students' foundational knowledge from EDUC 283 will enable them to plan and implement lessons effectively. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Section AV: Course Changes

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | EDUC352 Instructional Strategies in Middle and High Schools | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) | EDUC 271 -or department permission. | Prerequisite(s) | 1.EDUC 2712. EDUC 283 |
| Corequisite(s) | EDUC 271 or department permission. | Corequisite(s) |  |
| Hours [total (lecture, lab)] | [4 (4,0)] | Hours <br> [total (lecture, lab)] | [3(3, 0)] |
| Credits | 3 | Credits | NC |
| Catalogue Description | Building upon their deep and broad academic content knowledge, candidates will learn to plan and implement contentbased units and lessons appropriate for students in urban middle and high schools. Candidates will study middle and high school curriculum as defined by national and state standards, learning ways to translate that appropriately for diverse urban classrooms. They will learn research-based best practices for instruction in urban middle and high schools, including the incorporation of instructional technologies. They will explore subject-specific and interdisciplinary approaches to instruction, as well as reading and writing in the content areas. In their planning, candidates will incorporate their understanding of adolescent development and urban diversity and plan for inclusion of students with special | Catalogue Description | Building upon their deep and broad academic content knowledge, candidates will learn to plan and implement contentbased units and lessons appropriate for students in urban middle and high schools. Candidates will study middle and high school curriculum as defined by national and state standards, learning ways to translate that appropriately for diverse urban classrooms. They will learn research-based best practices for instruction in urban middle and high schools, including the incorporation of instructional technologies. They will explore subject-specific and interdisciplinary approaches to instruction, as well as reading and writing in the content areas. In their planning, candidates will incorporate their understanding of adolescent development and urban diversity and plan for inclusion of students with special needs and |

\(\left.$$
\begin{array}{|l|l|l|l|}\hline & \begin{array}{l}\text { needs and English Language } \\
\text { Learners. 3 hours lecture, 1hour } \\
\text { fieldwork. The course will require 14 } \\
\text { hours fieldwork in an urban middle of } \\
\text { high school, including observation, } \\
\text { instructional assistance, and teaching a } \\
\text { lesson. }\end{array} & & \begin{array}{l}\text { English Language Learners. The } \\
\text { completion of 15 hours of supervised }\end{array}
$$ <br>

fieldwork is required.\end{array}\right]\)| [] Yes [ X] No |
| :--- |

## Rationale

EDUC 283 is required of all curriculum and methods courses. Changes to Teacher Education admissions were instituted in 2015, removing the admission to curriculum and methods courses from program progression. As a result, the department advising process began to require EDU 283 before permission was given to enroll in any curriculum and methods courses. This prerequisite revision makes that policy transparent to students. The catalogue description change is to create consistency among all TE courses in how fieldwork is described. Fieldwork is embedded in all methods classes and are not lab hours.

Assessment:
Is this an administrative change?

Yes- consistency of field work descriptions and codifying current advising practices Fieldwork is embedded in all methods classes and are not lab hours. EDUC 352 is supposed to be 3 hours, 3 credits not 4 credits; this is an error correction on the bulletin.

If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning. Students' foundational knowledge from EDUC 283 will enable them to plan lessons effectively. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Program Code: 24939, 24941, 24943, 24955

Section AV: Course Changes

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | EDUC369 Early Language \& Literacy for English Only and English Language Learners | Course [Prefix, \#, title] | NC |
| Prerequisite(s) | Admission to the Teacher Education curriculum and methods courses. | Prerequisite(s) | 1.EDUC268 2.EDUC283 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours [total (lecture, lab)] | [3(3, 0)] | Hours [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue Description | This is part 1 of required literacy education courses for teacher candidates. In this course current perspectives and research on language development will be examined as well as how these perspectives are applied to creating language arts curriculum for emergent and beginning readers, both English Only (EO) students and English Language Learners (ELLs). Also, to be explored are methods for teaching a balanced literacy program to all early and emergent readers, including linguistically diverse student populations and students with diverse learning needs. Focus in this course include observational, diagnostic and evaluative assessment methods for analyzing a student's strengths and areas of needed growth; methods and principles for developing proficient readers and writers; lesson planning for literacy instruction; meeting the literacy needs of English Only | Catalogue Description | This is part 1 of required literacy education courses for teacher candidates. In this course current perspectives and research on language development will be examined as well as how these perspectives are applied to creating language arts curriculum for emergent and beginning readers, both English Only (EO) students and English Language Learners (ELLs). Also, to be explored are methods for teaching a balanced literacy program to all early and emergent readers, including linguistically diverse student populations and students with diverse learning needs. Focus in this course include observational, diagnostic and evaluative assessment methods for analyzing a student's strengths and areas of needed growth; methods and principles for developing proficient readers and writers; lesson planning for literacy instruction; meeting the literacy needs of EO and ELLs in grades 1-2 and selecting appropriate literature and instructional materials |


|  | and English Language Learners in grades 12 and selecting appropriate literature and instructional materials including use of technological tools and resources. 15 Hours of fieldwork required. This is a Writing Intensive (WI) Course. |  | including use of technological tools and resources. The completion of 15 Hours of fieldwork required. This is a Writing Intensive (WI) Course. |
| :---: | :---: | :---: | :---: |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | WI | Course Attribute [WI] | NC |
| General Education Component |  | General Education Component |  |
| Effective |  | Effective | Fall 2021 |

Rationale
Changes to Teacher Education admissions were instituted in 2015. As a result, the department advising process began to require EDU 283 before permission was given to enroll in any curriculum and methods courses. This prerequisite revision makes that policy transparent to students. In response to state requirement to support English Language Learners (ELLs), EDU 268 introduces students to linguistically and culturally diverse population making this course essential for success in EDU 369. The catalogue description change is to create consistency among all TE courses in how fieldwork is described.

Assessment:
Is this an administrative change?
Yes- consistency of field work descriptions, removing outdated procedure, and codifying current advising practices

If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning and Task 5, Impact on Student Learning. Students' foundational knowledge from EDUC 283 and EDUC 268 will enable them to plan and implement lessons effectively. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Section AV: Course Changes:

| FROM |  | TO |  |
| :--- | :--- | :--- | :--- |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | EDUC370 Content Literacy 2-6 English <br> Only and English Language Learners <br> (EO \& ELLs) | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) | 1.EDUC 369 Z. admission to the Teachef <br> Education curriculum and methods <br> courses. | Prerequisite(s) | 1.EDUC 369 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours <br> [total (lecture, lab)] | [3 (3, 0)] | Hours <br> [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
|  | This is part 2 of required literacy <br> education courses for teacher <br> candidates. It focuses on content area <br> literacy Instruction for Mainstream <br> English Only (EO) and English Language <br> Learners (ELLs), in grades 2-6. In this <br> course, students will focus on standards- <br> based literacy instruction and children's <br> literature used in designing literacy <br> programs for students in grades 2-6 <br> classrooms in academic content areas - <br> science, mathematics, social studies and <br> the arts for both English Only (EO) <br> students and English Language Learners <br> (ELLs). A major focus for this course will <br> be methods for teaching content area <br> literacy skills in grades 2-6 and the use of <br> instructional technology and multicultural | Catalogue <br> Description | This is part 2 of required literacy <br> education courses for teacher candidates. <br> It focuses on content area literacy |
| Catalogue |  |  |  |
| Description |  |  |  |


|  | resource materials for both English Only students (EOs) and English Language Learners (ELLs). A special focus in this course will include planning for and teaching English as a Second-Language through the content areas for English Language Learners. 15 hrs . of field work required. This course may be offered in a face-to-face or hybrid format. |  | resource materials for both English Only students (EOs) and English Language Learners (ELLs). A special focus in this course will include planning for and teaching English as a New Language through the content areas for English Language Learners. The completion of 15 hours of fieldwork is required. |
| :---: | :---: | :---: | :---: |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | WI | Course Attribute [WI] | NC |
| General Education Component |  | General Education Component | ```Not Applicable \\ _X_Required \\ __ English Composition \\ _ Mathematics``` $\qquad$ <br> ```Science``` $\qquad$ <br> ```Flexible \\ _ World Cultures \\ _ US Experience in its Diversity \\ __Creative Expression \\ __ Individual and Society``` $\qquad$ <br> ```Scientific World``` $\qquad$ <br> ```College Option``` |
| Effective |  | Effective | Fall 2021 |

Rationale:
As per changes in identification of English Language Learners, NYSED has revised the term English as a second language (ESL) to term English as a NEW language (ENL). The catalogue description change is to create consistency among all TE courses in how fieldwork is described.

Is this an administrative change?
Yes- consistency of field work descriptions, removing outdated procedure, and updating language from the state

If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
Assessment:
This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning and Task 5, Impact on Student Learning using appropriate language to refer to their students. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Section AV: Course Changes:

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | EDUC371: Secondary Curriculum and Methods II: Instruction and Classroom Environments in Spanish | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) | 1.EDUC 395 Secondary Curriculum \& Methods I: Learning Goals and Assessments Across Curriculum-2. Admission to the Teacher Education curriculum and methods courses. Departmental permission for nondegree students. | Prerequisite(s) | 1.EDUC 395 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours [total (lecture, lab)] | [3 $(3,0)$ ] | Hours [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue Description | Latest curriculum materials and styles of teaching based on current theories of learning; daily and long-term planning of classroom instruction; techniques for measurement and evaluation; the need for designing content, methods, and materials to meet individual differences. "Laboratory experiences" in schools and community provide opportunity for practical application of theory. 30 hours of fieldwork is required. | Catalogue Description | Latest curriculum materials and styles of teaching based on current theories of learning; daily and long-term planning of classroom instruction; techniques for measurement and evaluation; the need for designing content, methods, and materials to meet individual differences. "Laboratory experiences" in schools and community provide opportunity for practical application of theory. The completion of 30 hours of fieldwork is required. |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | N/A | Course Attribute [WI] | N/A |
| General Education Component | _X_Not Applicable $\qquad$ Required <br> _ English Composition | General Education Component | _ Not Applicable $\qquad$ Required _ English Composition |


|  | _- Mathematics Flexible — World Cultures — US Experience in its Diversity — Creative Expression — Individual and Society College Option World |  |  |
| :---: | :---: | :---: | :---: |
| Effective |  | Effective | Fall 2021 |

Rationale
$\overline{\text { Changes }}$ to Teacher Education admissions were instituted in 2015 including removal of admission to curriculum and methods courses process. The catalogue description change is to create consistency among all TE courses in how fieldwork is described.
Assessment:
Is this an administrative change?
Yes- consistency of field work descriptions and removing outdated procedure
If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
These changes will be assessed in the future using the Effective Teacher Work Sample (ETWS) Task 4: Lesson Planning and Task 5, Impact on Student Learning. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Program Code: 24955

Section AV: Course Changes:

| FROM |  | TO |  |
| :--- | :--- | :--- | :--- |
| Department | Teacher Education | Department | NC |
| Course <br> [Prefix, \#, title] | EDUC390 Curriculum and Methods in <br> Elementary Education I: Learning Goals <br> \& Assessments | Course <br> [Prefix, \#, title] | NC |
| Prerequisite(s) | Admission to the Teacher Education <br> curriculum and methods courses.- | Prerequisite(s) | 1.EDUC283 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours <br> [total (lecture, lab)] | $[3(3,0)]$ | Hours <br> [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
|  | Teacher candidates will build upon their <br> deep and broad academic content <br> knowledge to establish learning goals <br> and create assessment plans appropriate <br> for students in urban elementary schools. <br> Candidates will study elementary level <br> curriculum across disciplines as defined <br> by national and state standards, learning <br> ways to translate that appropriately for <br> diverse urban classrooms. They will <br> explore subject-specific and <br> interdisciplinary approaches to <br> assesment, including reading and <br> writing in the content areas and <br> incorporation of technology for <br> assessment. Candidates will learn how to <br> interpret assessment data. In their <br> planning, candidates will incorporate their <br> understanding of childhood development <br> and urban diversity and plan for inclusion | Catalogue <br> Description | Teacher candidates will build upon their <br> deep and broad academic content <br> knowledge to establish learning goals and <br> create assessment plans appropriate for <br> students in urban elementary schools. <br> Candidates will study elementary level <br> curriculum across disciplines as defined <br> by national and state standards, learning <br> ways to translate that appropriately for <br> diverse urban classrooms. They will |
| explore subject-specific and |  |  |  |
| interdisciplinary approaches to |  |  |  |
| assessment, including reading and writing |  |  |  |
| in the content areas and incorporation of |  |  |  |
| technology for assessment. Candidates |  |  |  |
| will learn how to interpret assessment |  |  |  |
| data. In their planning, candidates will |  |  |  |
| incorporate their understanding of |  |  |  |
| childhood development and urban |  |  |  |
| diversity and plan for inclusion of students |  |  |  |,


|  | of students with special needs and English Language Learners. 15 hours of field work required. |  | with special needs and English Language Learners. The completion of 15 hours of field work is required. |
| :---: | :---: | :---: | :---: |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | N/A | Course Attribute [WI] | N/A |
| General Education Component |  | General Education Component |  |
| Effective |  | Effective | Fall 2021 |

## Rationale:

Changes to Teacher Education admissions were instituted in 2015, including removing the admission to curriculum and methods courses process. As a result, the department advising process began to require EDU 283 before permission was given to enroll in any curriculum and methods courses. This prerequisite revision makes that policy transparent to students. The catalogue description change is to create consistency among all TE courses in how fieldwork is described.

Assessment:
Is this an administrative change?
Yes- consistency of field work descriptions, removing outdated procedure, and codifying current advising practices
If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.

This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning and Task 5, Impact on Student Learning. Students' foundational knowledge from EDUC 283 will enable them to plan and implement lessons effectively. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Program Code: 24939, 24941, 24942, 24943, 24955

Section AV: Course Changes
$\left.\begin{array}{|l|l|l|l|}\hline \text { FROM } & & \text { TO } & \\ \hline \text { Department } & \text { Teacher Education } & \text { Department } & \text { NC } \\ \hline \begin{array}{l}\text { Course } \\ \text { [Prefix, \#, title] }\end{array} & \begin{array}{l}\text { 1.EDUC395 Curriculum and Methods in } \\ \text { Subject Specific (K-12) Education I: } \\ \text { Learning Goals \& Assessments }\end{array} & \begin{array}{l}\text { Course } \\ \text { [Prefix, \#, title] }\end{array} & \text { NC } \\ \hline \text { Prerequisite(s) } & \begin{array}{l}\text { Admission to the Teacher Education } \\ \text { curriculum and methods courses.- }\end{array} & \text { Prerequisite(s) } & \text { 1. EDUC 283 } \\ \hline \text { Corequisite(s) } & \text { Hours } & \text { Corequisite(s) } & \text { 1.EDUC 268 } \\ \hline \begin{array}{l}\text { [total (lecture, lab)] }\end{array} & \text { [3 (3, 0)] } & \begin{array}{l}\text { Hours } \\ \text { [total (lecture, lab)] }\end{array} & \text { NC } \\ \hline \text { Credits } & 3 & \text { Credits } & \text { NC } \\ \hline & \begin{array}{l}\text { Teacher candidates will build upon their } \\ \text { deep and broad academic establish } \\ \text { learning goals and create assessment } \\ \text { plans appropriate for students in urban } \\ \text { elementary schools. Candidates will } \\ \text { study secondary level curriculum within } \\ \text { their disciplines as defined by national } \\ \text { and state standards, learning ways to } \\ \text { translate that appropriately for diverse } \\ \text { urban classrooms. They will explore } \\ \text { research-based approaches to } \\ \text { assesment, including reading and } \\ \text { writing in the content areas and } \\ \text { incorporation of technology for } \\ \text { assessment. Candidates will learn how to } \\ \text { interpret assessment data. In their } \\ \text { planning, candidates will incorporate their } \\ \text { understanding of adolescent } \\ \text { development and urban diversity and } \\ \text { plan for inclusion of students with special } \\ \text { needs and English Language }\end{array} & \begin{array}{l}\text { Catalogue } \\ \text { Description }\end{array} & \begin{array}{l}\text { Teacher candidates will build upon their } \\ \text { deep and broad academic establish } \\ \text { learning goals and create assessment } \\ \text { plans appropriate for students in urban } \\ \text { elementary schools. Candidates will study } \\ \text { secondary level curriculum within their }\end{array} \\ \text { disciplines as defined by national and } \\ \text { state standards, learning ways to } \\ \text { translate that appropriately for diverse } \\ \text { urban classrooms. They will explore } \\ \text { research-based approaches to } \\ \text { assessment, including reading and writing } \\ \text { in the content areas and incorporation of } \\ \text { technology for assessment. Candidates } \\ \text { will learn how to interpret assessment } \\ \text { data. In their planning, candidates will } \\ \text { incorporate their understanding of } \\ \text { adolescent development and urban } \\ \text { diversity and plan for inclusion of students } \\ \text { with special needs and English Language }\end{array}\right]$

|  | Learners. The course will require 30 hours of fieldwork. |  | Learners. The completion of 30 hours of fieldwork is required. |
| :---: | :---: | :---: | :---: |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI, H-WEB, WEB] | WI | Course Attribute [WI, H-WEB, WEB] | NC |
| General Education Component |  | General Education Component | X_ Not Applicable - Required — English Composition — Mathematics _ Sciexible — World Cultures — US Experience in its Diversity — Creative Expression — Individual and Society College Option |
| Effective |  | Effective | Fall 2021 |

Rationale:
Changes to Teacher Education admissions were instituted in 2015, including removing the admission to curriculum and methods courses process. As a result, the department advising process began to require EDU 283 before permission was given to enroll in any curriculum and methods courses. This prerequisite revision makes that policy transparent to students. EDU 268 introduces students to linguistically and culturally diverse population making this course essential for success assessment planning in EDU 395. The catalogue description change is to create consistency among all TE courses in how fieldwork is described.

## Assessment:

Is this an administrative change?
Yes- consistency of field work descriptions, removing outdated procedure, and codifying current advising practices If not an administrative change, is this change the result of departmental assessment?
If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future by using the Effective Teacher Work Sample (ETWS) Task 1: Contextual Analysis, Task 2:
Standards Based Research Outcomes, and Task 3: Planning for assessment. Students' foundational knowledge from EDUC 283 and EDUC 268 will enable them to analyze learning contexts, establish learning outcomes, and plan assessment effectively. This assessment will target the Department of Teacher Education's PSLO 3.2 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Program Code: 24951, 24952, 24953, 24954

Section AV: Course Changes:

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course [Prefix, \#, title] | EDUC397 School Health Curricula and Methods (PreK-12) | Course [Prefix, \#, title] | NC |
| Prerequisite(s) | 1.Admission to the Teacher Education curriculum and methods courses. | Prerequisite(s) | 1.EDUC 395 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours <br> [total (lecture, lab)] | [4 (4, 0)] | Hours [total (lecture, lab)] | NC |
| Credits | 4 | Credits | NC |
| Catalogue Description | Methods of instruction to conduct comprehensive health education within a coordinated school health program. Concepts and skills in lesson and unit planning, classroom management, safety, program evaluation, impact on student learning and integration of children with special needs in elementary and secondary school settings will be addressed. Health education concepts and ideas linking choice and behavior to prevention will also be addressed. Subdisciplines may include child growth and development, family life and sexuality, nutrition and physical activity, chronic illness prevention, decision-making, basic safety, cultural beliefs and practices. Implementing NY State and National Health Education Standards into the curricula. Application of learned concepts to peer teaching. A total of 40 field | Catalogue Description | Methods of instruction to conduct comprehensive health education within a coordinated school health program. Concepts and skills in lesson and unit planning, classroom management, safety, program evaluation, impact on student learning and integration of children with special needs in elementary and secondary school settings will be addressed. Health education concepts and ideas linking choice and behavior to prevention will also be addressed. Subdisciplines may include child growth and development, family life and sexuality, nutrition and physical activity, chronic illness prevention, decision-making, basic safety, cultural beliefs and practices. Implementing NY State and National Health Education Standards into the curricula. Application of learned concepts to peer teaching. The completion of 40 |


|  | placement hours (20 in the secondary level and 20 in the elementary level) is required. |  | hours of fieldwork (20 in the secondary level and 20 in the elementary level) is required. |
| :---: | :---: | :---: | :---: |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute [WI] | N/A | Course Attribute [WI] | N/A |
| General Education Component |  | General Education Component |  |
| Effective |  | Effective | Fall 2021 |

Rationale:
Changes to Teacher Education admissions were instituted in 2015, including removing the admission to curriculum and methods courses process. EDUC 397 is the second of a two-course methods sequence. EDUC 395 is the first curriculum and methods course in the K-12 sequence and EDUC 397 is the second for Health Education majors. The catalogue description change is to create consistency among all TE courses in how fieldwork is described.

## Assessment:

Is this an administrative change?
Yes- consistency of field work descriptions, removing outdated procedure, and codifying current advising practices
If not an administrative change, is this change the result of departmental assessment?
If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning. Students' knowledge of learning outcomes and assessments developed in EDUC 395 will enable them to plan lessons effectively. This assessment will target the Department of Teacher Education's PSLO 3.1 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

Program Code: 28487

Section AV: Course Changes

| FROM |  | TO |  |
| :---: | :---: | :---: | :---: |
| Department | Teacher Education | Department | NC |
| Course [Prefix, \#, title] | EDUC398 Curriculum and Methods in the Secondary Education Classroom II | Course <br> [Prefix, \#, title] | EDUC398 Curriculum and Methods in the Secondary Science Education Classroom II: Science Instruction \& Classroom Environments |
| Prerequisite(s) | 1.Department Permission Required | Prerequisite(s) | 1.EDUC 395 |
| Corequisite(s) |  | Corequisite(s) | NC |
| Hours [total (lecture, lab)] | [3(3, 0)] | Hours [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue Description | Teacher candidates will build upon their deep and broad academic content knowledge to create learning experiences and environments that will maximize student learning within their science discipline. They will explore subjectspecific and interdisciplinary approaches to instruction and develop lesson plans to complete a unit, incorporating researchbased best practices within the discipline. In their planning, candidates will incorporate their understanding of adolescent development and urban diversity and plan for inclusion of students with special needs and English Language Learners. The course will require 30 hours of fieldwork in a secondary science classroom under the guidance of discipline-specific expert. | Catalogue Description | Teacher candidates will build upon their deep and broad academic content knowledge to create learning experiences and environments that will maximize student learning within their science discipline. They will explore subjectspecific and interdisciplinary approaches to instruction and develop lesson plans to complete a unit, incorporating researchbased best practices within the discipline. In their planning, candidates will incorporate their understanding of adolescent development and urban diversity and plan for inclusion of students with special needs and English Language Learners. The completion of 30 hours of fieldwork is required. |
| Liberal Arts | [] Yes [ X] No | Liberal Arts | NC |
| Course Attribute | WI | Course Attribute | NC |


| [WI] |  | [WI] |  |
| :---: | :---: | :---: | :---: |
| General Education Component |  | General Education Component |  |
| Effective |  | Effective | Fall 2021 |

## Rationale:

EDUC 398 is the second of a two-course methods sequence. EDUC 395 is the first curriculum and methods course in the 7-12 sequence and EDUC 398 is the second for Science Education majors. The change in course title follows standard course titles in the department. EDUC 395 is already within the major, therefore, no major redesign proposal is needed.

Is this an administrative change?
Yes- consistency of field work descriptions, removing outdated procedure, codifying current advising practices, creating consistency in course titles

If not an administrative change, is this change the result of departmental assessment?
If so, please describe.
If this change is not in response to assessment, please outline how this change will be assessed in the future.
This change will be assessed in the future by using Effective Teacher Work Sample (ETWS) 4: Lesson Planning. Students' knowledge of learning outcomes and assessments developed in EDUC 395 will enable them to plan lessons effectively. This assessment will target the Department of Teacher Education's PSLO 3.1 that aligns with York's ILOs of Diversity and Intellectual Discovery \& Creativity.

# YORKCollege 垈 <br> <br> Curriculum Committee Proposal Cover Sheet 

 <br> <br> Curriculum Committee Proposal Cover Sheet}

| Department/Discipline | Contact Person |
| :--- | :--- |
| Business \& Economics | Efstathia Korkou |

Please indicate items submitted for Committee approval

| $\square$ | New Major Design | $\square$ | $\square$ |
| :--- | :--- | :--- | :--- |
| $\square$ | New Minor Design | $\square$ | New Program |
| $\square$ | Revised Major Design | $\square$ | Revised Minor Design |$\quad \square$ Revised Program

Please provide an executive summary of your proposal
We propose a change of BUS283: Business Law I to BUS283: Business Law \& Ethics. We further propose BUS283 to get adjusted so as to include a more rigorous coverage of ethics in the course. This course already has an ethical component however, the department felt that the course would be strengthened and made more robust by increasing the depth of coverage of business ethics.

## Department Curriculum Committee Approval

| EFSTATHIA KORKOU Signature | Date |
| :--- | :--- |

## Department Approval

| Chairperson Signature | Date |
| :--- | :--- |
| Fenio Annansingh-Jamieson | $10 / 22 / 2020$ |

Other Departments Affected*

| Department |  | Approved | Comments Attached |  |
| :---: | :---: | :---: | :---: | :---: |
| Accounting and Finance |  | $\vee$ |  |  |
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## College Curriculum Committee Approval

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## College Senate Approval

| Signature | Date |
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[^2]Section AV: Course Changes

| FROM |  | TO |  |
| :--- | :--- | :--- | :--- |
| Department | Business \& Economics | Department | Business \& Economics |
| Course <br> [Prefix, \#, title] | BUS 283: Business Law t | Course <br> [Prefix, \#, title] | BUS 283: Business Law and Ethics |
| Prerequisite(s) | ECON 102 | Prerequisite(s) | NC |
| Corequisite(s) |  | Corequisite(s) |  |
| Hours <br> [total (lecture, lab)] | $3(3,0)$ | Hours <br> [total (lecture, lab)] | NC |
| Credits | 3 | Credits | NC |
| Catalogue <br> Description | Origin and development of Business Law, its <br> theory and application; Law of contracts, <br> bailments, sales; particular emphasis on <br> New York State Law. | Catalogue <br> Description | Origin and development of Business Law, its <br> theory and application; Law of contracts, <br> bailments, sale; particular emphasis on <br> New York State Law. This course will also <br> examine business ethics as well as the |
| societal legal and ethical environment. |  |  |  |


|  | College Option |  | College Option |
| :--- | :--- | :--- | :--- |
| Effective | Fall 2020 | Effective | Fall 2021 |

Rationale: The Business Law I course has been adjusted to include a more rigorous coverage of ethics. This course already has an ethical component however, the department felt that the course would be strengthened and made more robust by coverage of business ethics.

## Assessment:

This course change will assist the Business 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." The current assessment consists of a 30 -question assessment exam, and several questions of this exam will be comprised from this course.

York College School of Business \& Info Sys.<br>Bus 283 Business Law and Ethics:<br>Fall 2021<br>Room<br>Professor<br>Email: Phone: 718-262-2500

## I. Course Description

Origin and development of Business Law, its theory and application; Law of contracts, bailments, sales; particular emphasis on New York State Law. This course will also examine business ethics as well as the societal legal and ethical environment.
II. Prerequisites. ECON 102
III. Required Text: Halbert and Ingulli "Law \& Ethics in the Business Environment", 7th edition, Published by South-Western Cengage Learning,

## IV. Course Objectives

Students will be evaluated on their ability to demonstrate the following course objectives:
(1) Knowledge of relevant statutory laws, common law, and contract principles pertaining to individuals and businesses in the U.S. and some international applications.
(2) To understand contract law breach and remedies and discharge
(3) Understand legal obligations of firms of the Securities and Exchange Acts of 33 and 34
(4) Ability to decide business disputes rationally and justify decisions in a coherent manner.
(5) Learn the effect of ethical behavior on both society and business
(6) Societal ethical behavior influences businesses

## V. Learning Outcomes

After taking this course a student should be able to understand:

1. The nature and sources of law and rules that guide individuals and businesses in the U.S.
2. The procedures of the court system in the U.S.
3. Principles of criminal law versus civil torts.
4. The essential components of valid contracts and the remedies available when contracts are breached.
5. Public policy considerations in the formation and enforcement of contracts.
6. Understand the impact of the Securities Acts of 33 and 34 on public companies
7. Understand the importance Ethical behavior and impacts on the society.
8. Understand how ethical behavior impacts businesses.

## VI. Attendance Policy

Regular and consistent class attendance is mandatory to receive credit for this course. Assignments are due when indicated on the syllabus and will be penalized for lateness. Three (3) or more class absences will result in a reduction to your Class Participation grade. Students will be marked late if they arrive for class after the professor has taken attendance for the day. Any student that has three or more lateness will receive a reduction in his or her Class Participation grade.

## VII. Grading Criteria

VIII. Midterm Exam $=\mathbf{4 0 \%}$ of grade
IX. Final Exam $=\mathbf{5 0 \%}$ of grade
X. Class Participation $=10 \%$ of grade

## Class Participation

The Class Participation grade is comprised of (i) written homework assignments, in-class writing assignments and quizzes, and (ii) prepared participation in class discussions. It is important to be prepared for each class by completing the reading and homework assignments before the material is reviewed in class. The instructor will call on students in class whether they volunteer or not.

Any written assignments due that week must be turned in at the beginning of class. The instructor will evaluate assignments and class participation based on the Learning Objectives described above.

Additionally, since each student's grade is affected by his or her class participation, all students will be required to raise their hand and be acknowledged by the professor before speaking. Any student who repeatedly ignores this requirement will be penalized with a deduction from his or her Class Participation grade.

## Midterm \& Final Exam

The midterm and the final exam may consist of multiple choice questions, true/false, fill-in answers and short essays. Final exam will be cumulative. No make-up exams will be given.

## Grading Scale

| A+ | $97.0-100$ | C+ | $77.0-79.9$ |
| :--- | :--- | :--- | :--- |
| A | $93.0-96.9$ | C | $73.0-76.9$ |
| A- | $90.0-92.9$ | C- | $70.0-72.9$ |
| B+ | $87.0-89.9$ | D+ | $67.0-69.9$ |
| B | $83.0-86.9$ | D | $60.0-66.9$ |
| B- | $80.0-82.9$ | F | $00.0-59.9$ |

## VIII. Class Conduct \& Rules

The professor expects that students will observe the rules of class conduct listed below. Repeated violation of any of these policies will result in a reduction to your Class Participation grade.

1. The use of cell phones, ear phones, texting, and social media web sites is strictly prohibited during exams. The professor also reserves the right to limit such use during normal classes.
2. Students must refrain from using inappropriate language during class discussions.
3. Students shall not leave the classroom for excessively long periods of time.
4. No eating in the classroom unless you bring enough food for everyone in the class.
5. If the professor asks, "What do you think," then students shall not answer "I don't know." Instead, you must give a thoughtful opinion in response to the question.
6. If and when there is a guest speaker visiting the class, students must observe all of the rules of class conduct the same as if the professor were leading the class.
7. Students are responsible for all material assigned from the text along with any material taught by the professor during class, even if the class discussions are not specifically from the textbook.
8. Students must maintain an active York College email account, because from time to time course material will be posted on Blackboard an announced via York email.
9. The professor will not provide any student with copies of class lectures or notes.
10. No cheating.

## XI. Correspondence with the Professor; Office Hours

Students may email their questions or concerns to Prof. at the email address listed above. When emailing the professor, students must only use their York email accounts. The professor is under no obligation to view emails from students' personal email accounts. Generally, the professor will try to incorporate students' questions into the subsequent class lecture if relevant and, therefore, might not reply to each student's email inquiries directly.

## XII. Student Resources

- For immediate information in the event of a weather-related or other college cancellation, visit http:// www.york.cuny.edu.
- The York College Counseling Center is committed to providing a broad range of high quality, innovative, and ethical services that address the psychological, educational, social, and developmental needs of York students. Please review the college website for more information.
- Students with documented disabilities who believe they may need accommodations in this class are encouraged to contact The Office of Services for Students with Disabilities, located in room AC-1G02, which is a subdivision of the Counseling Center and within the Division of Student Development, so that the professor can be notified of your reasonable accommodation needs. "Reasonable accommodation" is the term used to describe individualized services to facilitate the student with a disability's adjustment and development throughout his or her course of study.


## XIII. Schedule of Assignments \& Exams

Week 1: Course overview; Key concepts in Business Law
Week 2: - Read: Chapter 1 - The Nature and Sources of Law

- Read: Constitutional Amendments 13, 14, 15, 19 and 26
- Read: Chapter 2 - The Court System and Dispute Resolution

Week 3: Read: Chapter 7 - Crimes

- Do: Question \#9 (Jennings)

Week 4: Chapter 7 Homework review; Group assignment in-class
Week 5: Read: Chapter 8 - Torts

- Do: Question \#12 (Hegyes)

Week 6: Tech Law (Assigned Reading - See Blackboard)

## Week 7: MIDTERM

Week 8: Opportunity Zone Law (Assigned Reading - See Blackboard)
Week 9: - Read: Chapter 11 - Nature and Classes of Contracts

- Do: Questions and Case Problems \#2 (Providence), \#10 (Harriet)

Read: Chapter 12 - Formation of Contracts: Offer and Acceptance

- Do: Questions and Case Problems \#4 (Nelson), \#10 (Wheeler)

Week 10: - Read: Chapter 13 - Capacity and Genuine Assent

- Do: Questions and Case Problems \#3 (Paden), \#10 (Sippy)
- Read: Chapter 14 - Consideration
- Do: Questions and Case Problems \#4 (Sanarwari), \#14 (KSCS)

Week 11: - Read: Chapter 19 - Breach of Contract and Remedies

- Do: Questions and Case Problems \#6 (down payment), \#14 (Alarm Co.)

Week 12 Role of the Securities and Exchange commission Acts of Businesses

Week 13 Ethics and Business

Week 14 Why is ethics important to business and society Final Review

## Week 15: FINAL EXAM

| Department/Discipline | Contact Person |
| :--- | :--- |
| Performing and Fine Arts | Larry Tung |

Please indicate items submitted for Committee approval

| $\square$ | New Major Design | $\square$ | New Minor Design |
| :--- | :--- | :--- | :--- |
| $\square$ | Revised Major Design | $\square$ | $\square$ |
| New Program |  |  |  |
| $\square$ | New Course Proposal Minor Design | $\square$ | $\square$ Revised Program |
| $\square$ | Course Change Proposal |  |  |
| X | Course Deletion | FA104 |  |

Please provide an executive summary of your proposal
FA104 Introduction to Fine Arts: It is no longer offered and is replaced by FA105 and FA106

## Department Curriculum Committee Approval



## Department Approval



Other Departments Affected*

| Department | Signature | Approved | Comments Attached |
| :--- | :--- | :--- | :--- |
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## College Curriculum Committee Approval

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## College Senate Approval

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| :---: | :---: |
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[^3]
## Section AVI: Courses Withdrawn

## FA104 Introduction to Fine Arts

Rationale: This course has been replaced by two courses covering specific historical periods.

## Appendix 3

## 2020 REVISED POLICY ON SEXUAL MISCONDUCT

## OFFICE OF DIVERSITY AND COMPLIANCE

Alicia Franqui, Esq.
Chief Diversity Officer/Title IX Coordinator
504/ADA Coordinator

## 2020 CUNY Policy on Sexual Misconduct

- Early September 2017: Department of Education Secretary Betsy DeVos announces notice and comment process
- Late September 2017: OCR issued:
- Dear Colleague Letter ("2017 DCL") withdrawing 2011 DCL and 2014 Q\&A
- Q\&A on Campus Sexual Misconduct ("2017 Q\&A")
- November 2018: Proposed Regulations Posted
- May 6, 2020: Final Regulations Posted
- EFFECTIVE August 14, 2020
- August 12, 2020: CUNY BOT Adopts revised Policy on Sexual Misconduct


## Notable Changes

- Title IX Sexual Misconduct
- Specific requirements for reporting
- No anonymous reporting
- Signed complaint
- Procedural steps for investigation and informal resolution
- "Title IX Grievance Procedure" w/evidentiary requirements
- Non-Title IX Sexual Misconduct
- Largely unchanged from prior policy
- Additional step for review and dispute of investigation report
- Conduct definitions: Title IX vs. Non-Title IX
- List of Responsible Employees slightly changed

September 2020

## Responsible Employees

## Responsible Employees (See Section VI.B for complete list)

"are required to report allegations of Sexual Misconduct to the Title IX Coordinator but will protect an individual's privacy to the greatest extent possible and share information with other staff only on a need-to-know basis"

```
i. Department Chairpersons/Executive Officers
I. Faculty and staff members at times when they are leading or supervising students on off campus trips
m. International Education Liaisons/Study Abroad Campus Directors and Field Directors
p. Managers or supervisors, regarding alleged Sexual Misconduct involving people who report to
them
Managers are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.
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Supervisors are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

September 2020

## Confidential Employees

Confidential Employees (See Section VI.B)
"have an obligation to maintain a complainant's confidentiality regarding allegations of Sexual Misconduct and will not share any identifying information with others, except as required by law in emergency circumstances"

## FOR STUDENTS:

- Counseling center staff members
- Nurse and health office staff members
- Women's and Men's center staff members

FOR EMPLOYEES: CUNY Work/Life
www.myccaonline.com
Company Code: CUNY

## What about the rest of us?

All other employees are strongly encouraged, but not required to report allegations of Sexual Misconduct to the Title IX Coordinator. These employees are otherwise encouraged to protect an individual's privacy to the greatest extent possible and share information only with the Title IX Coordinator.

## Training Requirements

SPARC (Sexual Assault Prevention And Response Course)

- Blackboard Based
- Accessible through Student Affairs webpage
- All students must take per NYS Education Law 129-b

E-SPARC (Employee SPARC)

- Blackboard Based
- Accessible through Blackboard
- All employees must take per NYS Labor Law
- New employees must take per NYS Education Law 129-b



## OFFICE OF DIVERSITY AND COMPLIANCE

Alicia Franqui, Esq.
Chief Diversity Officer/Title IX Coordinator
(718) 262-2137
afranqui@york.cuny.edu


[^0]:    *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.

[^1]:    *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.

[^2]:    *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.

[^3]:    *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.

