

Executive Summary
March 2025 Curriculum Items

1. Course Changes

1.1 *Behavioral Sciences: SOC 338*

Splits current course (“Sociology of Gender and Sexuality”) into two separate subject-matter courses. SOC 338 will retain the number and become “Sociology of Sexuality.” The gender portion of the course will be moved to a new course (see 2.2). [In this case, the revised course syllabus is in the package.]

1.2 *Behavioral Sciences: SOC 314*

Updates the course description for “Social Structure and Personality” by removing the names of specific theorists and replacing them with themes to allow course growth and flexibility.

1.3 *Behavioral Sciences: SOC 220, POL 222, SOC 321, POL 321*

Changes the course title of two required methods courses cross-listed in Political Science, Sociology, and Anthropology from Social Research Methods I and II to “Statistics in Social Research” and “Social Research Methods.” The modality is also removed from the course description.

1.4 *History, Philosophy and Anthropology: ANTH 220, 321*

Changes the course title of two required methods courses cross-listed in Political Science, Sociology, and Anthropology (see 1.3). The modality is also removed from the course description.

1.5 *Business and Economics: BUS 210*

Changes the BUS 210: “Introduction to Aerial Systems” to AVIA 210 as Aviation program code better aligns with the content of the course.

2. New Course

2.1 *Teacher Education: EDUC 370A*

Creation of a new course “Methods of Teaching Home Language Arts to Multilingual Learners” that will prepare bilingual pre-service and in-service teachers to support the home language literacy of students in their subject-specific K-12 classrooms.

2.2 *Behavioral Sciences: SOC 324*

Creation of a new course “Sociology of Gender,” which will cover the material removed from SOC 338: “Sociology of Gender and Sexuality” in more depth.

3. Revised Major Design

3.1. *Behavioral Sciences: Political Science and Sociology*

Addresses the title changes for SOC 220 / POL 222 and SOC 321 / POL 321 made in the course change proposals.

3.2. *History, Philosophy and Anthropology: Anthropology*

Addresses the title changes for ANTH 220 and ANTH 321 made in the course change proposals.

Executive Summary
March 2025 Curriculum Items

4. New Certificate Program

4.1 Teacher Education: Certificate Program in Bilingual Education

Creation of a new 15-credit certificate program in Bilingual Education which will allow students who are fluent in a language other than English to obtain a Bilingual Extension to their initial or professional teaching certificate. The program includes content that New York State deems essential for bilingual teachers. The certificate is an essential component of York College's new state-funded Paraprofessional Upskilling program. [Package includes State paperwork, letters of support, and a PowerPoint presentation about the certificate at the end.]

Informational Item: Last month, the Senate passed a proposal to make the English course "Introduction to the History of English" a Pathways course. The course was incorrectly marked as ENG 271, when the correct number is ENG 273. All other information regarding the proposal is remaining the same. This note is simply to show that an administrative correction to the course number is being made. The paperwork for this correction is at the end of this report.

YORK College 
 Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Behavioral Sciences/Political Science, Sociology	Tania Levey

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	SOC 338	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

We are proposing to split a current course, Sociology of Gender and Sexuality, into two courses: Sociology of Gender (SOC 234) and Sociology of Sexuality (SOC 338). An accompanying new course proposal creates SOC 234.

Department Curriculum Committee Approval

Signature	Date
	2/5/2025

Department Approval

Chairperson Signature	Date
	2/5/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	3/6/2025

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 AV: Course Changes

FROM		TO	
Department	Behavioral Sciences	Department	NC
Course [Prefix, #, title]	SOC 338: Sociology of Gender and Sexuality	Course [Prefix, #, title]	SOC 338: Sociology of Sexuality
Prerequisite(s)	SOC 101	Prerequisite(s)	NC
Corequisite(s)	None	Corequisite(s)	NC
Hours [total (lecture, lab)]	[3 (3, 0)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	The social, cultural, and historical construction of gender and sexuality; gender and sexual orientation as a mechanism of stratification; the effects of sexism and heterosexism; feminist theory , queer theory, and the intersection of gender, race, class, and nation . This course may be offered in a face to face, hybrid or asynchronous online format .	Catalogue Description	The social, cultural, and historical construction of sexuality; sexual orientation as a mechanism of stratification; the <u>sources and effects of homophobia</u> and heterosexism; <u>research on sexual orientation, behavior, and desire</u> ; queer theory; and the <u>intersections of sexuality with gender, race, and class</u> .
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]	None	Course Attribute [WI]	NC
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <p><input type="checkbox"/> Flexible</p> <ul style="list-style-type: none"> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression 	General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <ul style="list-style-type: none"> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <p><input type="checkbox"/> Flexible</p> <ul style="list-style-type: none"> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
Effective		Effective	Fall 2026

Rationale:

To more closely align our program with other colleges and make it easier for students to transfer credits, this course change proposal and a corresponding new course proposal splits a current course, Sociology of Gender and Sexuality (SOC 338), into a 200-level Sociology of Gender course and this 300-level Sociology of Sexuality course. Gender and sexuality are major topics in Sociology and should be examined thoroughly in their own courses. We are also removing the sentence in the course description on course modality as this is now determined by the department chairs on a semester-by-semester basis.

Assessment:

Is this an administrative change? No

If not an administrative change, is this change the result of departmental assessment? Yes.

If so, please describe.

Splitting the existing course into two separate courses which allows a more systematic exploration of sociological theories and research, advancing program learning goals with regard to issues of gender and sexuality. The relevance of these topics in contemporary political discussions was also considered as well as a reflection on courses offerings in sociology programs at peer institutions. Artifacts from this course will continue to be assessed on three PSLOs every three years along with our 300-level Sociology electives.

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

Program Code: 35589

Sociology of Sexuality
SOC 338
Section X
Day and Time
Room

Instructor: **Email:**
Behavioral Science Dept: Room AC-4D06, (718) 262-2680 **Phone:**
Office Hours:

COURSE DESCRIPTION

The social, cultural, and historical construction of sexuality; sexual orientation as a mechanism of stratification; the sources and effects of homophobia and heterosexism; queer theory and the intersections of sexuality with gender, race, and class. Prereq: SOC 101.

COURSE OVERVIEW

The study of sexuality is important in sociology because it reveals how even our most intimate relationships are shaped by social structures, norms, and power dynamics. Sociologists emphasize the social nature of sexual desires, identities, and behaviors. The study of sexuality also reveals how identities like sexual orientation create inequalities and allow for a deeper understanding of social issues like discrimination and prejudice. Sexual orientation has consequences at every level of society, ranging from intimate relationships to the experience of institutions such as schools and the workplace to position within the stratification system. Through lectures, readings, videos, and discussions, we will examine sociological concepts of sexual orientation and ask whether different understandings of sexuality exist in other cultures and other historical periods. We will discuss the debate over biological/essentialist and social constructionist views of sexuality. We will ask how sexuality affects the balance of power and resources in our society through an examination of major institutions and events including family, education, work, economic inequality, religion, health and reproduction, violence, body image, global inequality, and politics. We will explore a variety of theoretical perspectives including queer theory and intersectionality, i.e., the intersections of sexuality with class and race.

IMPORTANT NOTE ABOUT HYBRID COURSES: SOC 338 is hybrid this semester, meaning that we meet face-to-face for 66% of the class (on Wednesdays from 2:00-3:50 pm) and 33% of the class is online in the form of lecture slides, videos, and discussion board forums. Assignments must be uploaded to Brightspace. It is required that all students have Brightspace access to this course and a working yorkmail account in the first week of the semester.

➤ Required readings will be available on Brightspace under “Readings.”

Course Objectives:

Upon completion of this course, the student should be able to:

1. Describe how sociology and other disciplines such as biology and psychology understand sexuality.
2. Explain how sexuality affects identity, social roles, and inequality.
3. Describe current sociological research and theories on sexuality.

4. Analyze the diverse experiences of people as a way of understanding the intersections of sexuality with gender, race, and class.
5. Analyze social issues and problems critically using well-grounded assumptions and empirical data.

COURSE REQUIREMENTS

It will be difficult to absorb and apply the information presented in this class without viewing online material, completing assigned readings and written assignments, participating in discussion boards, and reviewing material for exams.

Discussion Board: Students will participate in ten (10) Discussion Board Forums throughout the semester (minimum 3 sentences). Posts must contain your original ideas. In addition, you may include connections to outside readings, current events, and personal reactions to the readings. Once you post, I encourage you to interact with your classmate's posts. Discussion Board Posts are due on Wednesdays by 2:00 pm (see due dates on the Course Schedule below). Note: I do not accept late discussion boards for credit.

Reflection Paper: This assignment requires students to apply sociological concepts and theories to personal and/or current events relating to gender and/or sexuality (4-5 pages). Guidelines for the Reflection Paper will be provided.

Mid-Term and Final Exam: The mid-term and final exams will include multiple choice and short answer questions covering material from the readings and online materials. Exams may be given in class or online. Guided reading questions found in your lecture slides will form the study guide for these exams.

Grading:

Assignment	Points
Discussion Board (10 x 3 points)	30
Reflection Paper	20
Mid-Term Exam	25
Final Exam	25

Grading Rubric

Grade	GPA	Numerical Score/100	Grade	GPA	Numerical Score/100
A+	4.00	97.0-100	C+	2.30	77.0-79.9
A	4.00	93-96.9	C	2.00	73.0-76.9
A-	3.70	90.0-92.9	C-	1.70	70.0-72.9
B+	3.30	87.0-89.9	D+	1.30	67.0-69.9
B	3.00	83.0-86.9	D	1.00	60-66.00
B-	2.70	80.0-82.0	F	0.00	0-59.00

COURSE POLICIES

Online Participation: Please contact me if you are unable to view online materials, post to the discussion board, or submit your assignments/exams online.

Classroom and Online Environment: As with all your classes, you should be respectful of your fellow students' opinions and their right to a safe and effective learning environment. Sexuality can be a sensitive topic, and we may have different personal beliefs. It is important to remember that in class, we are approaching the topics as scholars. Note also that the classroom and the discussion board are safe spaces for all students, which means I will not tolerate derogatory language or unprofessional behavior. In addition, I will keep any personal information shared in class, in discussion board posts, and in papers strictly confidential, and I ask that students also protect students' confidences by not sharing their personal information outside of class.

Email Communication: Students should email the professor at tlevy@york.cuny.edu with questions and concerns. I will respond to student emails within 48 hours. Emails should be sent from your York email address and include the course number and section.

Assignments and Exams: Students are responsible for keeping track of due dates, outlined in the course schedule below. Papers and discussion boards must be submitted to Brightspace by the due date and time. Late assignments will result in a grade reduction. Students having problems with Brightspace must email the assignment to show it was completed on time, otherwise I do not accept emailed assignments. Assignments must eventually be uploaded to Brightspace to receive a grade. For technical help with Brightspace, email lmshelp@york.cuny.edu. Makeup exams must be accompanied by a documented excuse and must be taken at the earliest possible date. Arrangements to take the final exam late must be made prior to the last day of class. There is no extra credit in this course.

Student Support: Students are encouraged to contact the Collaborative Learning Center to improve writing skills and for tutoring in most subjects: Phone: 718-262-2303/2494. Students with disabilities are encouraged to contact the Office of Services for Students with Disabilities to discuss individualized services designed to facilitate adjustment and development throughout their course of study. For technical support, contact the Help Desk at <https://ithelp.york.cuny.edu> or (718) 262-5300. For technical help with Brightspace, email lmshelp@york.cuny.edu. Students in need of counseling services should call (718) 262-2272 or email jchoi@york.cuny.edu or bpar@york.cuny.edu. Visit York's Distance Learning page for resources, tips, and tools to be successful this semester: <https://www.york.cuny.edu/distance-learning>.

Incomplete (INC) grades: INC grades are given at the instructor's discretion to a student who is passing the class going into the final but missing some of the course work for legitimate reasons (supported by medical or other documentation). Arrangements to complete course material must be made prior to the last day of class.

Academic Integrity: Students must assume responsibility for maintaining honesty in all work submitted for credit. Violations to academic integrity include cheating, plagiarism, fabrication, purchasing the work of others or of AI and submitting it as your own, allowing your work to be used by others, multiple submission of work, and misuse of computers. To avoid plagiarism, always give credit whenever you use: another person's idea, opinion, or theory; any facts, statistics, graphs, drawings that are not common knowledge; quotations of another person's actual spoken or written

words; a paraphrase of another person's spoken or written words; or any information generated by AI. Violations of academic integrity will be addressed in accordance with The City University of New York policy on academic integrity, as described in the *York College Bulletin*.

Course Calendar*

*The course outline represents a tentative schedule of lecture topics and is subject to minor changes by the instructor.

Week 1 – Introduction to the Course

View:

- (1) Charles L. Robbins, Social Justice – Is it Still Relevant in the 21st Century? (TEDxSBU)
- (2) Jenni Chang & Lisa Dazols, This Is What LGBT Life is Like Around the World (TEDWomen)

Week 2 – Introduction to the Sociology of Sexualities

Read:

- (1) Kathleen J. Fitzgerald & Kandice L. Grossman, “The Social Construction of Sexuality”
- (2) John H. Gagnon & William Simon, “The Social Origins of Sexual Development”
- (3) Stevi Jackson & Sue Scott, “Conceptualizing Sexuality”

Post: Week #2 Discussion Board

Week 3 – Sociological Theories of Sexuality

Read:

- (1) Steven Seidman, “Social Constructionism: Sociology, History, and Philosophy”
- (2) Gayle S. Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality”
- (3) Gilbert Herdt, “Gay Marriage: The Panic and the Right”

Post: Week #3 Discussion Board

Week 4 – Studying Sexuality

Read:

- (1) Julia Erickson & Sally Steffen, “Asking Questions about Sex”
- (2) Amanda M. Jungels & Stacy Gorman, “Large Scale Sex: Methods, Challenges, and Findings of Nationally Representative Sex Research”
- (3) Anirudda Das & Edward Laumann, “How to Get Valid Answers from Survey Questions”

Post: Week #4 Discussion Board

Week 5 – Sexual Identities

□ Read:

- (1) Ned Katz, “Homosexual and Heterosexual: Questioning the Terms”
- (2) Peter A. Jackson, “An Explosion of Thai Identities: Global Queering and Re-imagining Queer Theory”
- (3) Paula Rust, “Two Many and Not Enough”

□ Post: Week #5 Discussion Board

Week 6 – Sexual Behavior

□ Read:

- (1) J.M. Carrier, “Homosexual Behavior in Cross-Cultural Perspective”
- (2) Kelsey K. Sewell & Donald S. Strassberg, “How do Heterosexual Undergraduate Students Define Having Sex?”
- (3) Jennifer Hirsch & Constance Nathanson, “Some Traditional Methods Are More Modern Than Others: Rhythm, Withdrawal and The Changing Meanings of Sexual Intimacy in Mexican Companionate Marriage”

□ Post: Week #6 Discussion Board

Week 7 – MID-TERM EXAM

Week 8 – Sexual Desire

□ Read:

- (1) Michael Kimmel & Rebecca Plante, “The Gender of Desire: The Sexual Fantasies of College Women and Men”
- (2) Eric Blumberg, “The Lives and Voices of Highly Sexual Women”
- (3) Leena Abraham, “Bhai-Behen, True Love, Time Pass: Friendships and Sexual Partnerships Among Youth in an Indian Metropolis”

□ Post: Week #8 Discussion Board

Week 9 – Culture and Socialization

□ Read:

- (1) Lillie S. Ransom, “Navigating Sex, Sexuality, and Christian Values”
- (2) Emma Renold, “Primary School Studs: (De)Constructing Young Boy's Heterosexual Masculinities”
- (3) Stella Nyanzi, Barbara Nyanzi, Bessie Kalina, & Robert Pool Mobility, “Sexual Networks and Exchange among Bodabodamen in Southwest Uganda”

□ Post: Week #9 Discussion Board

Week 10 – LGBTQIA+ Identities and Issues

View: How ACT UP Flipped the Script on AIDS and Gay Rights (Inside Edition)

Read:

- (1) Kathleen J. Fitzgerald & Kandice L. Grossman, “LGBTQ+ Discrimination and Inequality”
 - (2) M. Rochlin, “The Heterosexual Questionnaire”
- (3) Ritch C. Savin-Williams, “Dating and Romantic Relationships among Gay, Lesbian, and Bisexual Youths”

Post: Week #10 Discussion Board

Week 11 – Sexuality, Gender, Race, and Class

Read:

- (1) Patricia Hill Collins, “Get Your Freak On: Sex, Babies, and Images of Black Femininity”
- (2) Elizabeth A. Armstrong, Laura Hamilton, Elizabeth M. Armstrong, & J. Lotus Seeley, “Good Girls, Gender, Social Class, and Slut Discourse on Campus”
- (3) Salvador Vidal-Ortiz, Brandon Andrew Robinson, & Cristina Khan, “Race and Sexualities in Everyday Life”

Post: Week #11 Discussion Board

Week 12 – Sexuality at School and Work

Read:

- (1) Brad Perry, “Hooking Up with Healthy Sexuality”
- (2) Brad Sears, Neko Castleberry, Andy Lin, & Christy Mallory, “LGBTQ People’s Experiences of Workplace Discrimination and Harassment”
- (3) Sarah Jaffe, The Collective Power of #MeToo

Post: Week #12 Discussion Board

Week 13 – Sexual Violence

Read:

- (1) Lori L. Heise, “Violence, Sexuality, and Women’s Lives”
 - (2) Peggy Reeves Sanday, “Working a Yes Out”
- (3) Karen Weiss, “Male Sexual Victimization: Examining Men’s Experiences of Rape and Sexual Assault”

Post: Week #13 Discussion Board

➤ Reflection Paper Due

Week 14 – Social & Political Change

❑ View:

- (1) Achieving Sexual and Reproductive Health and Rights for All (Woodrow Wilson Center)
- (2) Peter Tatchell, The Future Evolution of Human Sexuality (TEDxOxbridge)

❑ Read:

- (1) Patricia Hill Collins, “Why We Can't Wait: Black Sexual Politics and the Challenge of HIV/AIDS”
- (2) Sonia Corrêa & Rosalind Petchesky, “Reproductive and Sexual Rights: A Feminist Perspective”
- (3) Ignacio Saiz, “Bracketing Sexuality: Human Rights and Sexual Orientation – A Decade of Development and Denial at the UN”

❑ Post: Week #14 Discussion Board

*****FINAL EXAM – Date/Time TBA*****

YORK College 
 Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Behavioral Sciences/Political Science, Sociology	Tania Levey

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	SOC 314	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

We are proposing updates to the course description for Social Structure and Personality (SOC 314) to bring the course in line with similar undergraduate courses on social structure and personality at other colleges.

Department Curriculum Committee Approval

Signature	Date
	2/5/2025

Department Approval

Chairperson Signature	Date
	2/5/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	3/6/25

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.

Revised 2021

Section AV: Course Changes

FROM		TO	
Department	Behavioral Sciences	Department	NC
Course [Prefix, #, title]	SOC 314: Social Structure and Personality	Course [Prefix, #, title]	NC
Prerequisite(s)	SOC 101	Prerequisite(s)	NC
Corequisite(s)	None	Corequisite(s)	NC
Hours [total (lecture, lab)]	[3 (3, 0)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	Sociological examination of the individual in society; problems of relating sociological and psychological phenomena and processes through the works of Marx, Durkheim, Freud, Bernstein, and Marcuse.	Catalogue Description	<u>The relationship between the individual and social structure; the influence of social hierarchies and institutions on individual experiences; the intersection of identities such as, but not limited to, race, ethnicity, gender, age, and disability; theoretical approaches to the self and social interaction; individuals' impact on society and mechanisms of social change.</u>
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]	None	Course Attribute [WI]	NC
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p>	General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p>

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
Effective		Effective	Fall 2026

Rationale:

The course description needed updating to bring the course in line with similar undergraduate courses on social structure and personality at other colleges.

Assessment:

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment? No.

If so, please describe.

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

Final papers from SOC 314 will continue to be assessed on three PSLOs every three years with 300-level Sociology courses.

Program Code: 35589

YORK College 
 Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Behavioral Sciences/Political Science, Sociology	Tania Levey

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	POL 222, SOC 220, SOC 321, POL 321	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

We propose to change the course names of two required methods courses cross-listed in Anthropology, Political Science, and Sociology. POL 321 and SOC 321 (cross-listed with ANTH 321) changes from “Social Research Methods II” to “Statistics for Social Research” to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. As a result, the course name for POL 222 and SOC 220 (cross-listed with ANTH 220) no longer needs the “I” at the end and is changing from “Social Research Methods I” to “Social Research Methods.” We are also removing course modality from SOC 220 and the SCWK 470 anti-requisite from POL 321 and SOC 321.

Department Curriculum Committee Approval

Signature	Date
	2/5/2025

Department Approval

Chairperson Signature	Date
	2/5/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached
Department of History, Philosophy, and Anthropology		X	
Social Work		X	

College Curriculum Committee Approval

Signature	Date
	3/6/2025

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.

Revised 2021

Section AV: Course Changes

FROM		TO	
Department	Behavioral Sciences	Department	NC
Course [Prefix, #, title]	POL 222: Social Research Methods †	Course [Prefix, #, title]	POL 222: Social Research Methods __
Prerequisite(s)	ANTH 101 or SOC 101 or POL 101 or POL 103	Prerequisite(s)	NC
Corequisite(s)	None	Corequisite(s)	NC
Hours [total (lecture, lab)]	[4 (2, 2)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	Introduction to the logic of inquiry; qualitative and quantitative methods of data collection and analysis; introduction to statistical analysis; writing and interpreting research reports; using computers for statistical analysis. Experimental, survey, and ethnographic methods will be emphasized. Cross-listed with ANTH 220 and SOC 220. This course may be offered in a face-to-face or hybrid format. Not open to students with credit in ANTH 220 or SOC 220 or SCWK 350.	Catalogue Description	Introduction to the logic of inquiry; qualitative and quantitative methods of data collection and analysis; introduction to statistical analysis; writing and interpreting research reports; using computers for statistical analysis. Experimental, survey, and ethnographic methods will be emphasized. Cross-listed with ANTH 220 and SOC 220. Not open to students with credit in ANTH 220 or SOC 220 or SCWK 350.
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]	None	Course Attribute [WI]	NC
<i>Melissa Dimmick</i> General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible	3/6/25 General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option		<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
Effective		Effective	Fall 2026

Rationale: We are changing the name of POL 222 (and cross-listed ANTH 220 and SOC 220) to drop the Roman numeral "I" from the end. We are planning to change the name of Social Research Methods II to "Statistics for Social Science Research" and therefore no longer need the "I" at the end of this course name. We are also removing the sentence on course modality as this is determined by the department chairs on a semester-by-semester basis.

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No
 If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
Artifacts from this course will continue to be assessed on two PSLOs every three years.

Program Code: 35596

Type text here

Section AV: Course Changes

FROM		TO	
Department	Behavioral Sciences	Department	NC
Course [Prefix, #, title]	SOC 220: Social Research Methods	Course [Prefix, #, title]	SOC 220: Social Research Methods
Prerequisite(s)	ANTH 101 or SOC 101 or POL 101 or POL 103	Prerequisite(s)	NC
Corequisite(s)	None	Corequisite(s)	NC
Hours [total (lecture, lab)]	[4 (2, 2)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	Introduction to the logic of inquiry; qualitative and quantitative methods of data collection and analysis; introduction to statistical analysis; writing and interpreting research reports; using computers for statistical analysis. Experimental, survey, and ethnographic methods will be emphasized. Cross-listed with ANTH 220 and POL 222. This course may be offered in a face-to-face or hybrid format. Not open to students with credit in ANTH 220 or POL 222 or SCWK 350.	Catalogue Description	Introduction to the logic of inquiry; qualitative and quantitative methods of data collection and analysis; introduction to statistical analysis; writing and interpreting research reports; using computers for statistical analysis. Experimental, survey, and ethnographic methods will be emphasized. Cross-listed with ANTH 220 and POL 222. Not open to students with credit in ANTH 220 or POL 222 or SCWK 350.
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]	None	Course Attribute [WI]	NC
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p>	General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p>

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option		<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
Effective		Effective	Fall 2026

Rationale: We are changing the name of SOC 220 (cross-listed ANTH 220 and POL 222) to drop the Roman numeral "I" from the end. We are planning to change the name of Social Research Methods II to "Statistics for Social Science Research" and therefore no longer need the "I" at the end of this course name. We are also removing the sentence on course modality as this is determined by the department chairs on a semester-by-semester basis.

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No
 If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
Artifacts from this course will continue to be assessed on two PSLOs every three years.

Program Code: 35589

Section AV: Course Changes

FROM		TO	
Department	Behavioral Sciences	Department	NC
Course [Prefix, #, title]	POL 321: Social Research Methods II	Course [Prefix, #, title]	POL 321: <u>Statistics for Social Research</u>
Prerequisite(s)	ANTH 220 or SOC 220 or POL 222 or SCWK 350	Prerequisite(s)	NC
Corequisite(s)	None	Corequisite(s)	NC
Hours [total (lecture, lab)]	[4 (2, 2)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	Advanced analysis of qualitative and quantitative data, with an emphasis on statistical analysis of numerical social data; data collection ; describing and graphing data; measures of association; regression analysis; and preparing research reports. Preq: ANTH 220 or SOC 220 or POL 222 or SCWK 350. Cross-listed with ANTH 321 and SOC 321. This course may be offered in a face-to-face or hybrid format. Not open to students with credit in ANTH 321 or SOC 321 or SCWK 470.	Catalogue Description	Advanced analysis of qualitative and quantitative data, with an emphasis on statistical analysis of numerical social data; describing and graphing data; measures of association; regression analysis; and preparing research reports. Preq: ANTH 220 or SOC 220 or POL 222 or SCWK 350. Cross-listed with ANTH 321 and SOC 321. Not open to students with credit in ANTH 321 or SOC 321.
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]	None	Course Attribute [WI]	NC
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
Effective		Effective	Fall 2026

Rationale: We are changing the name of the course to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. We are removing the language about emphasis on “data collection” from the description because this course focuses on data analysis not data collection. We are removing the sentence on course modality as this is determined by the department chairs on a semester-by-semester basis. Finally, we are removing the anti-requisite of SCWK 470 because these courses have been evaluated to be significantly different.

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No
 If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
Artifacts from this course will continue to be assessed on two PSLOs every three years.

Program Code: 35596

Section AV: Course Changes

FROM		TO	
Department	Behavioral Sciences	Department	NC
Course [Prefix, #, title]	SOC 321: Social Research Methods II	Course [Prefix, #, title]	SOC 321: <u>Statistics for Social Research</u>
Prerequisite(s)	ANTH 220 or SOC 220 or POL 222 or SCWK 350	Prerequisite(s)	NC
Corequisite(s)	None	Corequisite(s)	NC
Hours [total (lecture, lab)]	[4 (2, 2)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	Advanced analysis of qualitative and quantitative data, with an emphasis on statistical analysis of numerical social data; data collection ; describing and graphing data; measures of association; regression analysis; and preparing research reports. Cross-listed with ANTH 321 and POL 321. This course may be offered in a face-to-face or hybrid format. Not open to students with credit in ANTH 321 or POL 321 or SCWK 470 .	Catalogue Description	Advanced analysis of qualitative and quantitative data, with an emphasis on statistical analysis of numerical social data; describing and graphing data; measures of association; regression analysis; and preparing research reports. Cross-listed with ANTH 321 and POL 321. Not open to students with credit in ANTH 321 or POL 321.
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]	None	Course Attribute [WI]	NC
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p>	General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p>

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
Effective		Effective	Fall 2026

Rationale: We are changing the name of the course to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. We are removing the language about emphasis on “data collection” from the description because this course focuses on data analysis not data collection. We are removing the sentence on course modality as this is determined by the department chairs on a semester-by-semester basis. Finally, we are removing the anti-requisite of SCWK 470 because these courses have been evaluated to be significantly different.

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No
 If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
Artifacts from this course will continue to be assessed on two PSLOs every three years.

Program Code: 35589

Department/Discipline	Contact Person
History, Philosophy, Anthropology/Anthropology	Annu Dahiya/Tania Levey

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	ANTH 220, ANTH 321	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

We propose to change the course names of two required methods courses cross-listed in Anthropology, Political Science, and Sociology. ANTH 321 (cross-listed with POL 321 and SOC 321) changes from “Social Research Methods II” to “Statistics for Social Research” to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. As a result, the course name for ANTH 220 (cross-listed with POL 222 and SOC 220) no longer needs the “I” at the end and is changing from “Social Research Methods I” to “Social Research Methods.” We are also removing course modality from ANTH 220 and the SCWK 470 anti-requisite from ANTH 321.

Department Curriculum Committee Approval

Signature	Date
<i>Annu Dahiya</i>	2/11/2025

Department Approval

Chairperson Signature	Date
<i>Patricia Haggler</i>	2/5/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached
Behavioral Sciences	<i>Margot</i>	X	
Social Work	<i>Silvia Haggler</i>	X	

College Curriculum Committee Approval

Signature	Date
<i>Melissa Danner</i>	3/6/2025

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.

Revised 2021

Section AV: Course Changes

FROM		TO	
Department	Department of History, Philosophy, and Anthropology	Department	NC
Course [Prefix, #, title]	ANTH 220: Social Research Methods †	Course [Prefix, #, title]	ANTH 220: Social Research Methods__
Prerequisite(s)	ANTH 101 or SOC 101 or POL 101 or POL 103	Prerequisite(s)	NC
Corequisite(s)	None	Corequisite(s)	NC
Hours [total (lecture, lab)]	[4 (2, 2)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	Introduction to the logic of inquiry; qualitative and quantitative methods of data collection and analysis; introduction to statistical analysis; writing and interpreting research reports; using computers for statistical analysis. Experimental, survey, and ethnographic methods will be emphasized. Cross-listed with SOC 220 and POL 222. This course may be offered in a face-to-face or hybrid format. Not open to students with credit in SOC 220 or POL 222 or SCWK 350.	Catalogue Description	Introduction to the logic of inquiry; qualitative and quantitative methods of data collection and analysis; introduction to statistical analysis; writing and interpreting research reports; using computers for statistical analysis. Experimental, survey, and ethnographic methods will be emphasized. Cross-listed with SOC 220 and POL 222. Not open to students with credit in SOC 220 or POL 222 or SCWK 350.
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]	None	Course Attribute [WI]	NC
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
Effective		Effective	Fall 2026

Rationale: We are changing the name of ANTH 220 (and cross-listed SOC 220 and POL 222) to drop the Roman numeral "I" from the end. We are planning to change the name of Social Research Methods II to "Statistics for Social Science Research" and therefore no longer need the "I" at the end of this course name. We are also removing the sentence on course modality as this is determined by the department chairs on a semester-by-semester basis.

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No
 If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
Artifacts from this course will continue to be assessed on two PSLOs every three years.

Program Code: 35582

Section AV: Course Changes

FROM		TO	
Department	Department of History, Philosophy, and Anthropology	Department	NC
Course [Prefix, #, title]	ANTH 321: Social Research Methods II	Course [Prefix, #, title]	ANTH 321: <u>Statistics for Social Research</u>
Prerequisite(s)	ANTH 220 or SOC 220 or POL 222 or SCWK 350	Prerequisite(s)	NC
Corequisite(s)	None	Corequisite(s)	NC
Hours [total (lecture, lab)]	[4 (2, 2)]	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	Advanced analysis of qualitative and quantitative data, with an emphasis on statistical analysis of numerical social data; data collection ; describing and graphing data; measures of association; regression analysis; and preparing research reports. Preq: ANTH 220 or SOC 220 or POL 222 or SCWK 350. Cross-listed with SOC 321 and POL 321. This course may be offered in a face-to-face or hybrid format . Not open to students with credit in SOC 321 or POL 321 or SCWK 470.	Catalogue Description	Advanced analysis of qualitative and quantitative data, with an emphasis on statistical analysis of numerical social data; describing and graphing data; measures of association; regression analysis; and preparing research reports. Preq: ANTH 220 or SOC 220 or POL 222 or SCWK 350. Cross-listed with SOC 321 and POL 321. Not open to students with credit in SOC 321 or POL 321.
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute [WI]	None	Course Attribute [WI]	NC
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science <input checked="" type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option		<input type="checkbox"/> Science <input checked="" type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
Effective		Effective	Fall 2026

Rationale: We are changing the name of the course to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. We are removing the language about emphasis on “data collection” from the description because this course focuses on data analysis not data collection. We are removing the sentence on course modality as this is determined by the department chairs on a semester-by-semester basis. Finally, we are removing the anti-requisite of SCWK 470 because these courses have been evaluated to be significantly different.

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No
 If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.
Artifacts from this course will continue to be assessed on two PSLOs every three years.

Program Code: 35582

Department/Discipline	Contact Person
Business and Economics-Aviation	Dr. Fenio Annansingh-Jamieson

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	Change of Prefix	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

Aviation 210 aligns better with the program code and content of Aviation Management and is easier for students to find when registering and better aligns with the major and the Aviation Program.

Department Curriculum Committee Approval

Signature	Date
<i>Billy Metallinos</i>	02/18/2025

Department Approval

Chairperson Signature	Date
<i>DR Johnson</i>	2/18/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
<i>Melissa Annansingh</i>	3/6/2025

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.

Revised 2021

Section AV: Course Changes

FROM		TO	
Department	Business, Economics, and Information Systems	Department	NC
Course [Prefix, #, title]	BUS 210 Introduction to Unmanned Aerial Systems	Course [Prefix, #, title]	AVIA 210 Introduction to Unmanned Aerial Systems
Prerequisite(s)	None	Prerequisite(s)	N/C
Corequisite(s)	None	Corequisite(s)	N/C
Hours [total (lecture, lab)]	[3 (3,0)]	Hours [total (lecture, lab)]	[3 (3,0)]
Credits	3	Credits	3
Catalogue Description	Unmanned Aerial Systems (UAS) are revolutionizing not only aviation but society. They are truly a paradigm shift for everyone involved. This course is designed to introduce the student to the different types of Unmanned Aerial Vehicles (UAV) and their roles in society. It will explore the challenges of integrating UAV into the National Airspace.	Catalogue Description	Unmanned Aerial Systems (UAS) are revolutionizing not only aviation but society. They are truly a paradigm shift for everyone involved. This course is designed to introduce the student to the different types of Unmanned Aerial Vehicles (UAV) and their roles in society. It will explore the challenges of integrating UAV into the National Airspace.
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute [WI]	None	Course Attribute [WI]	N/C
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p>	General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p>

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
Effective		Effective	Fall 2026

Rationale: Aviation 210 aligns better with the program code and content of the Aviation Management major and Aviation program. This change will make the course easier for students to find when registering.

Assessment:

Is this an administrative change? Yes.

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. N/A

Program Code:

Department/Discipline	Contact Person
Teacher Education	Xin Bai

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input checked="" type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input checked="" type="checkbox"/> New Course Proposal	<u>EDUC370A: Methods of Teaching Home Language Arts to Multilingual Learners</u>	
<input type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

York College Department of Teacher Education is proposing a pedagogy course to prepare bilingual pre-service and in-service teachers to support the home language literacy of students in their subject-specific K-12 classrooms. The course will have a lecture component that introduces theory and research-based pedagogical practices, including science of reading mandated by the NYCPS and NYSED, and a lab component in the home language in which candidates practice implementing those pedagogical practices.

This course will fulfill the New York State Education Department:

General and Program Specific Requirements for Bilingual Education Extensions:

i.v. methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English;

and contribute to development of requirements for:

- i. theories of bilingual education and bilingualism;
- ii. multicultural perspectives in education;

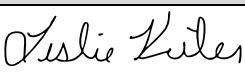
The NYSED response to a question about the language in which the course should be taught is appended at the end of this coversheet.

Department Curriculum Committee Approval

Signature	Date
	2/5/2025

	3/6/25
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Department Approval

Chairperson Signature	Date
	2/5/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	3/6/2025

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.

Consultation with NYSED about Course Requirements

The paragraph in italics is the question posed to NYSED by Regina in York's Department of Teacher Education in response to a concern raised by faculty in York's Department of WLLH. The plain text is the clarification sent by one of the NYSED official responsible for reviewing college proposals for new and revised Teacher Education certification programs:

Hello, Regina,
 Sarah Eveleth asked me to respond to your query about the Bilingual Education certificate:

"In NYSED's requirements for the Bilingual Extension, there is a requirement for: 'methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English.' Does this mean that the course has to be taught exclusively in the native language?"

No, this does not. This means that the Methods classes should address languages other than English as needing different approaches than what teaching and learning English may require. So this would require candidates to learn strategies for teaching their students in multiple languages, including how to develop curriculum, assess student progress, and use vocabulary.

Does this make sense? Please let me know, I am more than happy to answer your questions.

Best,
 Kelly K.

Kelly M. Keegan, Ph.D.
 Associate in Teacher Education
 Office of College & University Evaluation (OCUE)
 Revised 2021



Curriculum Committee Proposal Cover Sheet

New York State Education Department
89 Washington Avenue, Albany, NY 12234
T: 518-474-1551
Pronouns: She/her

Section AIV: New Courses

Department	Teacher Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular
Subject Area [Prefix]	EDUC
Course Number	370A
Course Title	Methods of Teaching Home Language Arts to Multilingual Learners
Catalogue Description	<p>This course prepares candidates for teaching in multilingual contexts, primarily focusing on leveraging students' home languages alongside English. The curriculum emphasizes creating an environment that celebrates the diverse linguistic identities in the classroom. Candidates will explore innovative pedagogical approaches to literacy development, using the science of reading and key theories to foster multiliteracy and translanguaging, emphasizing students' home language development. A particular focus will be analyzing critical linguistic systems in home language and the interplay of English in K-12 students. Candidates will investigate the cognitive, social, and academic benefits of maintaining and developing home languages to promote equity in the classroom. The second part of this course requires a 2-hour lab each week. This lab will focus on implementing what is learned in the lecture class as well as in the fieldwork environment. This will be tailored to the candidates' specific home language being taught and content literacy within the subject area(s). Fieldwork will be required.</p>
Pre-requisite(s)	EDUC 268
Co-requisite(s)	
Credits	3
Contact Hours [total (lecture, lab)]	[4(2 lecture, 2 lab)]
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute [WI]	
General Education Component	<p><input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity</p>

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

Rationale:

This course will fulfill the New York State Education Department:

General and Program Specific Requirements for Bilingual Education Extensions:

i.v. methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English;

In response to the question, "Does this mean that the course has to be taught exclusively in the native language?", an Associate in Teacher Education Office of College & University Evaluation (OCUE), New York State Education Department responded:

"No, this does not. This means that the Methods classes should address languages other than English as needing different approaches than what teaching and learning English may require. So this would require candidates to learn strategies for teaching their students in multiple languages, including how to develop curriculum, assess student progress, and use vocabulary."

The proposed course, with 2 hours of lecture teaching the required strategies and 2 hours of lab practicing the strategies in the target language, fulfills this requirement.

The course will also contribute to development of requirements for:

- i. theories of bilingual education and bilingualism;**
- ii. multicultural perspectives in education;**

Assessment:

Is the creation of this course the result of departmental assessment? No

If so, please describe.

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

The course will be assessed based on candidate's performance on TPP Task 4: Lesson Portfolio and TPP Task 5: Lesson Observation and Reflection

IRP Code:

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

School of Health and Professional Programs

Department of Teacher Education

EDUC 370A Pedagogical Approaches to Multilingual Literacy: Methods of Supporting Home Language in Culturally Responsive Classroom Contexts

Instructor:

Office #:

Office hours:

Phone:

Email:

Teacher Education Unit Vision and Mission

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

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

Course Description:

This course prepares candidates for teaching in multilingual contexts, primarily focusing on leveraging students' home languages alongside English. The curriculum emphasizes creating an environment that celebrates the diverse linguistic identities in the classroom. Candidates will explore innovative pedagogical approaches to literacy development, using the science of reading and key theories to foster multiliteracy and translanguaging, emphasizing students' home language development. A particular focus will be analyzing critical linguistic systems in home language and the interplay of English in K-12 students. Candidates will investigate the cognitive, social, and academic benefits of maintaining and developing home languages to promote equity in the classroom. The second part of this course requires a 2-hour lab each week. This lab will focus on implementing what is learned in the lecture class as well as in the fieldwork environment. This will be tailored to the candidates' specific home language being taught and content literacy within the subject area(s). Fieldwork will be required.

Required Text:

Lems, K., Soro, T. M., & Charles, G. (2024). *Building literacy with multilingual learners: Insights from linguistics*. Guilford Publications.

Articles and resources will be found on Brightspace.

Course Objectives: By the end of this course, candidates will be able to:	Relevant components of the Department of Teacher Education Conceptual Framework	National and State NY state standards for bilingual educators	Assessments
Design activities and lessons grounded in theories of multiliteracy and translanguaging that promote the consistent usage of the home language and English in their students' daily activities.	Enact deep and broad content knowledge.	Standard 3.b. Nature of Literacy in more than One Language Bilingual Educators know and understand the importance of multilingual literacy development for thinking and learning and the key differences from reading and writing in only one language. They see literacy as a translilingual practice that transfers knowledge and skills across languages and values the contribution of bilingual students' home literacy experiences to biliteracy development.	TPP Task 4B TPP Task 5
Use teaching and approaches based on the linguistic structure of the student's home language to promote literacy development in the target subject area.	Enact deep and broad content knowledge.	Standard 1.a. Linguistic Systems Bilingual Educators know and understand that languages can be defined as systems that have specific features, functions, and multiple uses and that these can be compared and contrasted to	TPP Task 4B

		facilitate understanding.	
Recognize and analyze how English and their students' home language systems deeply influence each other.	Embody effective pedagogical strategies.	Standard 4.a. Content of Academic Disciplines Bilingual Educators comprehend and demonstrate knowledge of the concepts, skills, and strategies of content in academic disciplines, the content standards that structure contemporary knowledge within and across disciplines, and the cross-disciplinary skills necessary for depth of learning.	TPP Task 5 Resource Library
Advocate the promotion of home languages in multilingual classrooms as a vehicle for equity.	Exemplify professionalism.	Standard 7.c. Bilingual Educators as Advocates, Activists, and Partners Bilingual Educators know and understand how to design and sustain professional collaborations with school, families, and the communities they represent and take action to assume the roles of advocate, activist, and partner to bring about educational equity and quality in bilingual education.	TPP Task 4B
Celebrate the identities of students in a multilingual classroom.	Empower learners to achieve at the highest levels.	Standard 2.b. Bicultural and Multicultural Effect on Student Identity Bilingual Educators know and understand how multilingual and multicultural students' sense of self is molded by various cultural factors, individual variables, and discourses on positionality within	Resource Library

		<p>schools. They investigate the tensions and discontinuities that emerge from navigating various cultures and how cultures and languages function as social practices where identities are negotiated.</p>	
Implement the content literacy of lessons through the medium of the students' home language and English.	Embody effective pedagogical strategies.	<p>Standard 4.a. Content of Academic Disciplines Bilingual Educators comprehend and demonstrate knowledge of the concepts, skills, and strategies of content in academic disciplines, the content standards that structure contemporary knowledge within and across disciplines, and the cross-disciplinary skills necessary for depth of learning.</p>	TPP Task 5

CLASS POLICIES

Fieldwork- modify as appropriate for virtual fieldwork

This course requires 15 hours of fieldwork in a partner school setting. You should begin to contact partner schools as soon as possible to arrange for a contract of hours. The signed and agreed upon *Field Letter* is due in class by week four of the semester; keep a copy of the letter for your own records. Field hours should be spread out over the course of the semester; you should not complete more than 1-3 hours per visit. Please act courteously and professionally with your cooperating school and teacher. If you cannot go to the school for an agreed upon time, or you need to reschedule an observation time, you should contact the school and the teacher with as much anticipation time as possible. Dress and act professionally at all times. Remember that we are guests in the schools and that the teachers and administrators are our partners in providing you with state mandated teacher education field experiences.

Class attendance and participation

- You will be processing a large amount of new information, as well as analyzing, interpreting and critiquing what you learn. Active participation through discussions, group activities and sharing of experiences will be an integral part of the instructional approach in this class. Therefore, attendance is critical for success in this course. No more than two excused absences can be permitted and chronic lateness will not be accepted. Students are expected to arrive to class on time. On time arrival will be considered a professional disposition and tardiness will negatively impact this.
- Class participation also involves completing the readings before as well as after the class session and the timeliness in completing and submitting assignments.
- It is also expected that you come to class with the required texts. Many in-class activities require the text for successful completion.
- Texting and accessing social media during class is expressly forbidden. While technology may be used in the class for academic purposes, personal or social use is not allowed.
- Responsibility in case of absence: If you miss a class, you are responsible for knowing what was conveyed during that class including written materials distributed. It is suggested that each student selects one "partner" and exchange phone numbers for the purpose of keeping up-to-date with the class or to receive handouts.

Policy on videotaping online classes

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Policy on submitting late assignments: It is the instructor's responsibility to provide due dates on the syllabus. This enables students to do advanced planning. Therefore, late assignments, without accompanying explanation and/or documentation, is not recommended and may result in a lower grade in the course. Students should always check with their instructor as to the consequences of a late assignment.

Brightspace and York email accounts: All students are required to have a Brightspace account and a York email account. All assignments and ancillary class materials will be posted electronically. Candidates are required to check announcements and email on Brightspace at least twice a week. York College provides training sessions on Brightspace. It is the student's responsibility to attend those training sessions if he/she is not familiar with Brightspace. All assignments will be submitted electronically through Brightspace.

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

Ethical conduct and academic integrity: Students are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty: {<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>} and <https://www.york.cuny.edu/academics/integrity/policy/policy-and-procedures/view>.

Successful teaching and learning depend on trust in the integrity of all involved. While Teacher Education candidates must adhere to ALL integrity policies, your attention is drawn to the following:

You may not use any other's work or ideas and submit them as your own in any context. It is expressly stated that all individual assignments for this course must be the original work of the author.

You may not submit substantial portions of the same paper to more than one course without consulting with each instructor even when you are the author of that paper. It is expressly stated that ANY portion of an assignment completed for another class may not be submitted for this class without the instructor's prior approval.

Included in Ethical Code and Academic Integrity is the reporting of Field hours. It is therefore explicitly stated that field hours must be independently completed for each course. There can be no "double dipping" of hours. That means that field hours completed for this class may in no way be used or reported for any other class. *Any forging of field documents or school time records will be dealt with as a breach of this code.*

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

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

AI Policy: In this class, you are permitted to use AI as a RESOURCE or TOOL. You may not take information from AI and claim it as your own work. This is plagiarism and is a violation of academic integrity code.

Violating CUNY and York integrity policies will affect both your course grade (academic consequences) and your ability to be admitted to or remain in the Teacher Education program disciplinary consequences). Violations of the integrity policies will result in immediate dismissal from the Teacher Education program.

York College Disability Statement

Under Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, York College provides reasonable accommodations for students through the Center for Students with Disabilities (<https://www.york.cuny.edu/csd>). For more information please go to Room AC-1G02 or email csd@york.cuny.edu

CLTE Credits

York College Department of Teacher Education is able to award 15 hours or CTLE credit for every course hour to students who are current teachers with Professional certifications or current Paraprofessionals. You must earn a B or better in the course in order to earn the CTLE hours. If you are eligible, please email Ramaina Prashad (rprashad12@york.cuny.edu) to let her know. She will distribute certificates at the end of the semester.

ASSIGNMENTS

Instructors: List each course assignment and the % of the total grade for each assignment. Do not use a point system unless it adds to 100. For example:

Digital Resource Library	30%
TPP Task 4B Unit Plan	30%
TPP Task 5A and 5B-Video	20%
Digital Literacy Reflection	20%

Digital Resource Library 30%-Candidates will comprise resources such as books for students to use in their classrooms according to their specific home language needs. Emphasis should be placed on resources that promote positive identities for their students. Teaching resources can also be added.

TPP Task 4B Unit Plan 30%—Candidates will create a 3-5 lesson unit plan in their students' home language on an appropriate subject of choice.

TPP Task 5 20%: Candidates will film ONE of the plans from the unit, which will be peer-reviewed and evaluated by the instructor. They will then write a reflection based on feedback.

Digital Literacy Reflection-Candidates will discuss in 3-5 pages ways digital literacy can be implemented in the classroom and how AI can be used for teaching and planning. References and examples are required for this assignment.

Grading Values

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

WEEKLY CLASS OUTLINE

2HOURS LECTURE; 2HOURS LAB

WEEK	DATE	TOPIC(S)	ASSIGNMENTS DUE
1		Foundations of Multilingual Teaching and Translanguaging	

		LAB: Presentations on Different Approaches to Teaching based on language and subject area.	
2		<p>Linguistic Systems of Students' Home Languages and Their Interplay with English</p> <p>LAB: Specific language system examples and English review.</p>	
3		<p>Multilingual Pedagogical Approaches to Teaching Literacy with a Home Language Focus</p> <p>LAB: Specific language approaches according to certification area</p>	
4		<p>What is the Science of Reading</p> <p>LAB: Critical approaches to using the science of reading or alternatives based on students' home languages and age of students.</p>	Introduction Letter due
5		<p>Reading in Literacy Development for Multilinguals</p> <p>LAB: Reading instruction for Specific Language</p>	Resource Library Due
6		<p>Oracy in Literacy Development for Multilinguals</p> <p>LAB: Oracy instruction for Specific Language</p>	
7		<p>Vocabulary Building in Literacy Development for Multilinguals</p> <p>LAB: Vocabulary Instruction for Specific Language</p>	
8		Teaching Writing to Multilinguals	

		LAB: Writing Instruction for Specific Language.	
9		Teaching Writing for Multilinguals LAB: Writing Instruction for Specific Language	
10		Digital Literacy and Multilingual Learners LAB: Makerspace time to develop digital literacy lessons in home language.	
11		Affirming Multilingual Identities in the Classroom LAB: Culturally Responsivity in Lesson Planning and Teaching	Digital Literacy Assignment due
12		Advocating for Multilingualism that Values Students' Home Language LAB: Continue to Work on Lesson Plans and Teach Lessons	TPP Task 4B and 5A due
13		AI as a Tool in Multilingual Education LAB: Makerspace exploration	
14		Peer review and advising for final unit plan and teaching.	
15		Presentation of Final Unit Plan and Teaching Video (LAB and Lecture)	Fieldwork Document Due

This outline is subject to change; students should check the Brightspace site twice weekly for updates.

YORK College 
 Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Behavioral Sciences/Political Science, Sociology	Tania Levey

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input checked="" type="checkbox"/> New Course Proposal	SOC 234	
<input type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

We are proposing a new course, Sociology of Gender. This new course is a result of an accompanying proposal to separate a current course, Sociology of Gender and Sexuality (SOC 338), into a 200-level Sociology of Gender course and a 300-level Sociology of Sexuality course.

Department Curriculum Committee Approval

Signature	Date
	2/5/2025

Department Approval

Chairperson Signature	Date
	2/5/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	3/6/2025

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	Behavioral Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular
Subject Area [Prefix]	SOC
Course Number	234
Course Title	Sociology of Gender
Catalogue Description	The social, cultural, and historical construction of gender; the reciprocal relationship between gender and social norms, expectations, and power dynamics; gender as a mechanism of inequality; the sources and effects of misogyny and sexism; feminist theory, masculinity studies, and the intersections of gender with race, class, and nation.
Pre-requisite(s)	SOC 101
Co-requisite(s)	None
Credits	3
Contact Hours [total (lecture, lab)]	[3 (3, 0)]
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute [WI]	None
General Education Component	<p> <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> Mathematics <input type="checkbox"/> World Cultures <input type="checkbox"/> Science <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> <i>College Option</i> <input type="checkbox"/> Creative Expression <input type="checkbox"/> <i>Individual and Society</i> <input type="checkbox"/> Scientific World </p>

Rationale:

To more closely align our program with other colleges and make it easier for students to transfer credits, this new course proposal and a corresponding course change proposal splits a current course, Sociology of Gender and Sexuality (SOC 338), into a 200-level Sociology of Gender course and a 300-level Sociology of Sexuality course. This course also fits into the Individual and Society Pathways Flexible Core because the study of gender as a social construct reveals how an individual's gender experiences, how they

perceive themselves, interact with others, and navigate their roles within a community, are actively shaped by societal norms, expectations, and power dynamics.

Assessment:

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

If so, please describe.

Splitting the existing course into two courses allows for a more systematic exploration of sociological theories and research, advancing program learning goals with regard to issues of gender and sexuality. We also explored sociology program course offerings at peer institutions. The relevance of these topics in contemporary political discussions was also considered. Artifacts from SOC 234 will be assessed on three PSLOS every three years along with our other 200-level Sociology electives.

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

IRP Code: 35589

Sociology of Gender (SOC 234)
Section
Day and Time
Room

Instructor: _____ **Email:** _____
Behavioral Science Dept: Room AC-4D06, (718) 262-2680 **Phone:** _____
Office Hours: _____

COURSE DESCRIPTION

The social, cultural, and historical construction of gender; the reciprocal relationship between gender and social norms, expectations, and power dynamics; gender as a mechanism of inequality; the sources and effects of misogyny and sexism; feminist theory, masculinity studies, and the intersections of gender with race, class, and nation. Prereq: SOC 101.

Required Reading (available at the York College Online Bookstore):

- Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, Michael Messner, and Stephanie Nawyn, eds. (2019). *Gender through the Prism of Difference*, 6th Edition. Oxford University Press.

Course Learning Outcomes:

Upon completion of this course, the student should be able to:

1. Describe how sociology and other disciplines such as biology and psychology understand sex and gender.
2. Examine the diverse experiences of people as a way of understanding the intersections of gender with race, class, and nation.

Course and Individual & Society Common Learning Outcomes

3. Gather, interpret, and assess sociological research and theories on gender from a variety of sources and points of view.
4. Evaluate evidence and arguments critically or analytically.
5. Produce well-reasoned written or oral arguments using evidence to support conclusions.
6. Identify and apply the fundamental concepts and methods of sociology to understand the relationship between the individual and society.
7. Examine how individual's gender affects their experiences, roles, and unequal access to power and resources.
8. Articulate ethical uses of data and other information resources to respond to problems and questions regarding gender inequality.

COURSE CONTENT AND ASSIGNMENTS

In this course, students attend in-class lectures; view weekly videos on course material; read primary texts on gender; post to weekly discussion boards on the videos and readings; write a reflection paper applying sociological concepts and theories to a personal experience or observation relating to gender; write an analytical literature review using peer-reviewed journal articles on a topic of their choice relating to gender; and complete a mid-term and final exam with multiple choice and short-answer questions.

Course content and assignments achieve the following Course and IS Common Learning Outcomes:

Course Content and Assignments	Course and Common Learning Outcomes
In-class lectures, videos, and readings	2. Examine the diverse experiences of people as a way of understanding the intersections of gender with race, class, and nation. 7. Examine how individual's gender affects their experiences, roles, and unequal access to power and resources.
Discussion boards	2. Examine the diverse experiences of people as a way of understanding the intersections of gender with race, class, and nation. 5. Produce well-reasoned written or oral arguments using evidence to support conclusions. 7. Examine how individual's gender affects their experiences, roles, and unequal access to power and resources.
Reflection paper	1. Describe how sociology and other disciplines such as biology and psychology understand sex and gender. 6. Identify and apply the fundamental concepts and methods of sociology to understand the relationship between the individual and society.
Analytical literature review	3. Gather, interpret, and assess sociological research and theories on gender from a variety of sources and points of view. 4. Evaluate evidence and arguments critically or analytically. 5. Produce well-reasoned written or oral arguments using evidence to support conclusions. 8. Articulate ethical uses of data and other information resources to respond to problems and questions regarding gender inequality.
Mid-term and final exams	1. Describe how sociology and other disciplines such as biology and psychology understand sex and gender. 2. Examine the diverse experiences of people as a way of understanding the intersections of gender with race, class, and nation. 6. Identify and apply the fundamental concepts and methods of sociology to understand the relationship between the individual and society. 7. Examine how individual's gender affects their experiences, roles, and unequal access to power and resources.

Grading:

Assignment	Points
Discussion Board (10 x 2 points)	20
Reflection Paper	20
Analytical Literature Review	20
Mid-Term Exam	20
Final Exam	20

Grading Rubric

Grade	GPA	Numerical Score/100	Grade	GPA	Numerical Score/100
A+	4.00	97.0-100	C+	2.30	77.0-79.9
A	4.00	93-96.9	C	2.00	73.0-76.9
A-	3.70	90.0-92.9	C-	1.70	70.0-72.9
B+	3.30	87.0-89.9	D+	1.30	67.0-69.9
B	3.00	83.0-86.9	D	1.00	60-66.00
B-	2.70	80.0-82.0	F	0.00	0-59.00

COURSE POLICIES

Classroom and Online Environment: As with all your classes, you should be respectful of your fellow students' opinions and their right to a safe and effective learning environment. Our classroom and the discussion board are safe spaces for all students, which means I will not tolerate derogatory language or unprofessional behavior.

Email Communication: I will respond to student emails within 48 hours. Emails should be sent from your York email address and include the course number and section.

Assignments and Exams: Students are responsible for keeping track of due dates, outlined in the course schedule. Late assignments will result in a grade reduction.

Student Support: Students are encouraged to contact the Collaborative Learning Center for tutoring and to improve writing skills: 718-262-2303/2494. Students with disabilities are encouraged to contact the Center for Students with Disabilities to discuss individualized services designed to facilitate adjustment and development throughout their course of study. For technical support, contact the Help Desk at <https://ithelp.york.cuny.edu> or (718) 262-5300. For technical help with Brightspace, email lmshelp@york.cuny.edu. Students in need of counseling services should call (718) 262-2272. Visit York's Distance Learning page for resources, tips, and tools to be successful this semester.

Incomplete (INC) grades: INC grades are given at the instructor's discretion to a student who is passing the class going into the final but missing some of the course work for legitimate reasons.

Academic Integrity: Students must assume responsibility for maintaining honesty in all work submitted for credit. Violations to academic integrity include cheating, plagiarism, fabrication, purchasing the work of others or of AI and submitting it as your own, allowing your work to be used by others, multiple submission of work, and misuse of computers. Violations of academic integrity will be addressed in accordance with The City University of New York policy on academic integrity, as described in the *York College Bulletin*.

Course Calendar*

*The course outline represents a tentative schedule of lecture topics and is subject to minor changes by the instructor.

Week 1 – Introduction to the Course

- View:** Charles L. Robbins, Social Justice – Is it Still Relevant in the 21st Century? (TEDxSBU)
- View:** Michael Kimmel, Why Gender Equality is Good for Everyone – Men Included (TEDWomen)

Week 2 – Introduction to the Sociology of Gender

- View:** Sam Killermann, Understanding the Complexities of Gender (TEDxUofIChicago)
- Read:** Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, Michael Messner, and Stephanie Nawyn, Introduction [p. 1]
- Read:** Raewyn Connell, Masculinities and Globalization [p. 37]
- Post:** Week #2 Discussion Board

Week 3 – Sex, Gender, & Bodies

- View:** Alice Dreger, Is Anatomy Destiny (TED Talk)
- Read:** Anne Fausto-Sterling, The Five Sexes, Revisited [p. 17]
- Read:** Georgiann Davis, Medical Jurisdiction and the Intersex Body [p. 77]
- Post:** Week #3 Discussion Board

Week 4 – Misogyny & Privilege

- View:** Dane Woodland, How Male Privilege Made Me a Feminist (TEDxYouth@StJohns)
- Read:** B. Deutsch, The Male Privilege Checklist [p. 195]
- Read:** Kevin Powell, Confessions of a Recovering Misogynist [p. 533]
- Post:** Week #4 Discussion Board

Week 5 – Intersectional Feminist Theory

- View:** Kimberle Crenshaw, The Urgency of Intersectionality (TEDTalk)
- Read:** Maxine Baca Zinn & Bonnie Thornton Dill, Theorizing Difference from Multiracial Feminism [p. 22]
- Read:** Audre Lorde, Age, Race, Class, and Sex [p. 198]
- Post:** Week #5 Discussion Board

Week 6 – Gender Attribution & Expression

- View:** Judith Butler's Theory of Gender Performativity, Explained (Film & Media Studies)
- Read:** Laurel Westbrook & Kristen Schilt, Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System [p. 61]
- Read:** Betsy Lical, What It Means to be Gendered Me [p. 92]
- Post:** Week #6 Discussion Board

Week 7 – MID-TERM EXAM

Week 8 – Gender & Sexual Identities

- View:** Samy Nour Younes, A Short History of Trans People's Long Fight for Equality (TED Talk)
- Read:** Joelle Ruby Ryan, From Transgender to Trans*: The Ongoing Struggle for Inclusion, Acceptance, and Celebration of Identities Beyond the Binary [p. 231]
- Read:** Tristan Bridges & C. J. Pascoe, Hybrid Masculinities: New Directions in the Sociology of Men and Masculinities [p. 204]
- Post:** Week #8 Discussion Board

Week 9 – Gender Roles & Behavior

- View:** How ACT UP Flipped the Script on AIDS and Gay Rights (Inside Edition)
- Read:** Lillie S. Ransom, Navigating Sex, Sexuality, and Christian Values [available on Brightspace]
- Read:** Elizabeth A. Armstrong, Laura Hamilton, Elizabeth M. Armstrong, & J. Lotus Seeley, “Good Girls, Gender, Social Class, and Slut Discourse on Campus” [p. 453]
- Post:** Week #9 Discussion Board

Week 10 – Culture & Socialization

- View:** Elizabeth Sweet, Beyond the Blue and Pink Toy Divide (TEDxUCDavisSalon)
- Read:** Evelyn Nakano Glenn, Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners [p. 102]
- Read:** Heidi Safia Mirza, “A Second Skin”: Embodied Intersectionality, Transnationalism, and Narratives of Identity and Belonging among Muslim Women in Britain [p. 117]
- Post:** Week #10 Discussion Board

Week 11 – Gender & Education

- View:** Men are Falling Behind (Popular Sociology)
- Read:** Ann Arnett Ferguson, Naughty by Nature [p. 445]
- Read:** Dolores Delgado Bernal, Learning and Living Pedagogies of the Home: The Mestiza Consciousness of Chicana Students [p. 469]
- Post:** Week #11 Discussion Board

Week 12 – Gender & the Family

- View:** Aina Salleh, Who Cares? The Gendered Burden of Unpaid Care Work (TEDxGoodenoughCollege)
- Read:** Patricia Hill Collins, The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships [p. 257]
- Read:** Roberta Espinoza, The Good Daughter Dilemma: Latinas Managing Family and School Demands [p. 282]
- Post:** Week #12 Discussion Board

Week 13 – Gender & the Workplace

- View:** What People Miss about the Gender Wage Gap (Vox)
- Read:** Christine L. Williams, The Glass Escalator, Revisited [p. 365]
- Read:** Adia Harvey Wingfield, The Modern Mammy and the Angry Black Man: African American Professionals’ Experiences with Gendered Racism in the Workplace [p. 390]
- Post:** Week #13 Discussion Board
- **Reflection Paper Due**

Week 14 – Social & Political Change

- View:** Our Vision for a Gender Equal World (UN Women)
- Read:** Stephanie Coontz, Why Gender Equality Stalled [p. 292]
- Read:** Sarah Jaffe, The Collective Power of #MeToo [p. 573]
- Post:** Week #14 Discussion Board

FINAL EXAM – Date/Time TBA

YORK College 
 Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Behavioral Sciences/Political Science & Sociology	Tania Levey

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input checked="" type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input type="checkbox"/> Course Change Proposal	Political Science & Sociology	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

We propose to change the names of two required methods courses cross-listed in Anthropology, Political Science, and Sociology. POL / SOC 321 changes from "Social Research Methods II" to "Statistics for Social Research" to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. As a result, the course name for POL 222 / SOC 220 no longer needs the "I" at the end and is changing from "Social Research Methods I" to "Social Research Methods." Based on the current catalogue listings, this requires changes to SOC and POL majors.

Department Curriculum Committee Approval

Signature	Date
	2/6/2025

Department Approval

Chairperson Signature	Date
	2/6/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached
History, Philosophy, and Anthropology		X	

College Curriculum Committee Approval

Signature	Date
	3/6/2025

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.

AIll.1 The following revisions are proposed in the Department of History, Philosophy, and Anthropology

Program: Political Science

Program Code: 35596

Effective: Fall 2026

FROM			TO		
Course #	Course Description	Credits	Course #	Course Description	Credits
Required Foundations Courses:		15	Required Foundations Courses:		15
POL 101: Introduction to Politics		3	POL 101: Introduction to Politics		3
POL 103: Politics and Government in the United States		3	POL 103: Politics and Government in the United States		3
POL 202: Comparative Politics		3	POL 202: Comparative Politics		3
POL 241: Basic Factors in International Politics		3	POL 241: Basic Factors in International Politics		3
POL 330: Public Policy Making		3	POL 330: Public Policy Making		3
Additional Foundations Requirements:			Additional Foundations Requirements:		
At least one of the following courses:		3	At least one of the following courses:		3
POL 221: Research Methods in Political Science		3	POL 221: Research Methods in Political Science		3
POL 222: Social Research Methods 1		3	POL 222: Social Research Methods		3
POL 321: Social Research Methods 2		3	POL 321: Statistics for Social Research		3
POL 351: Qualitative Methods and Analysis		3	POL 351: Qualitative Methods and Analysis		3
Capstone Requirements:			Capstone Requirements:		
Fulfill ALL of the following requirements:			Fulfill ALL of the following requirements:		
Complete at least one of the following courses:		4	Complete at least one of the following courses:		4
POL 393: Seminar Internship in New York City Government and Community Development		4	POL 393: Seminar Internship in New York City Government and Community Development		4
POL 394: Seminar Internship in New York City Government and Community Development		4	POL 394: Seminar Internship in New York City Government and Community Development		4
Complete at least one of the following courses:		3	Complete at least one of the following courses:		3
POL 412: Seminar in New York City Government and Politics	3		POL 412: Seminar in New York City Government and Politics	3	
POL 425: Seminar in Civil Liberties	3		POL 425: Seminar in Civil Liberties	3	

POL 444: Seminar in Comparative Foreign Policies	3	POL 444: Seminar in Comparative Foreign Policies	3
POL 453: Seminar in Global Change	3	POL 453: Seminar in Global Change	3
POL 480: Seminar in Contemporary Urban Problems	3	POL 480: Seminar in Contemporary Urban Problems	3
Electives:		Electives:	
Complete at least 5 political science elective courses:	15	Complete at least 5 political science elective courses:	15
Total Credits Required for the BA:	40	Total Credits Required for the BA:	40
<p>* Courses taken to fulfill the major may not be used to fulfill requirements for the minors in Aviation, Political Science, Pre-Law Studies in Political Science, Public Administration or Labor Studies in Political Science.</p> <p>*Students must take one Upper Level Writing Intensive class in Political Science.</p> <p>*Only two (2) POL classes may count toward the general education Flexible Core requirements.</p>		<p>* Courses taken to fulfill the major may not be used to fulfill requirements for the minors in Aviation, Political Science, Pre-Law Studies in Political Science, Public Administration or Labor Studies in Political Science.</p> <p>*Students must take one Upper Level Writing Intensive class in Political Science.</p> <p>*Only two (2) POL classes may count toward the general education Flexible Core requirements.</p>	

Rationale: The course name of POL 321 is changing from “Social Research Methods II” to “Statistics for Social Research” to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. As a result, the course name for POL 222 no longer needs the “I” at the end and is changing from “Social Research Methods I” to “Social Research Methods.”

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No

If so, please describe.

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

Artifacts from the methods courses, POL 222 and POL 321, will continue to be assessed on two PSLOs every three years.

AIll.1 The following revisions are proposed in the Department of Behavioral Sciences

Program: Sociology

Program Code: 35589

Effective: Fall 2026

FROM		TO			
<i>Course #</i>	<i>Course Description</i>	<i>Credits</i>	<i>Course #</i>	<i>Course Description</i>	<i>Credits</i>
Complete ALL of the following Courses:		Complete ALL of the following Courses:			
SOC 101 Introduction to Sociology	3	SOC 101 Introduction to Sociology	3		
SOC 201 Sociological Analysis WI	3	SOC 201 Sociological Analysis WI	3		
SOC 220 Social Research Methods I	3	<u>SOC 220 Social Research Methods</u>	3		
SOC 312 Sociological Theory WI	3	SOC 312 Sociological Theory WI	3		
SOC 321 Social Research Methods II	3	<u>SOC 321 Statistics for Social Research</u>	3		
<ul style="list-style-type: none">• SOC 201 and SOC 220 should be taken early in the major sequence.• SOC 312 should be taken late in the major sequence after completion of other major requirements.		<ul style="list-style-type: none">• SOC 201 and SOC 220 should be taken early in the major sequence.• SOC 312 should be taken late in the major sequence after completion of other major requirements.			
Earn at least 15 credits from the following:		Earn at least 15 credits from the following:			
<ul style="list-style-type: none">• Sociology Major Elective Courses		<ul style="list-style-type: none">• Sociology Major Elective Courses			
Five electives in Sociology are required. At least three electives must be at the 300/400 level, and no more than two electives can be at the 200 level.		Five electives in Sociology are required. At least three electives must be at the 300/400 level, and no more than two electives can be at the 200 level.			
Total:	30	Total:	30		

Rationale: The course name of SOC 321 is changing from “Social Research Methods II” to “Statistics for Social Research” to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. As a result, the course name for SOC 220 no longer needs the “I” at the end and is changing from “Social Research Methods I” to “Social Research Methods.”

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No

If so, please describe.

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

Artifacts from the methods courses, SOC 220 and SOC 321, will continue to be assessed on two PSLOs every three years.

Department/Discipline	Contact Person
History, Philosophy, Anthropology/Anthropology	Annu Dahiya/Tania Levey

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input checked="" type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input type="checkbox"/> Course Change Proposal	<u>Anthropology</u>	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

We propose to change the names of two required methods courses cross-listed in Anthropology, Political Science, and Sociology. ANTH 321 changes from "Social Research Methods II" to "Statistics for Social Research" to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. As a result, the course name for ANTH 220 no longer needs the "I" at the end and is changing from "Social Research Methods I" to "Social Research Methods."

Department Curriculum Committee Approval

Signature	Date
<i>Annu Dahiya</i>	2/11/2025

Department Approval

Chairperson Signature	Date
<i>Patricia Haggler</i>	2/5/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached
Behavioral Sciences	<i>Margot</i>	X	

College Curriculum Committee Approval

Signature	Date
<i>Melissa Denman</i>	3/6/2025

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.

AI.II.1 The following revisions are proposed in the Department of History, Philosophy, and Anthropology

Program: Anthropology

Program Code: 35582

Effective: Fall 2026

FROM			TO		
Course #	Course Description	Credits	Course #	Course Description	Credits
Complete ALL of the following Courses:			Complete ALL of the following Courses:		
	<ul style="list-style-type: none">ANTH 101 - Introduction to Cultural AnthropologyANTH 220 - Social Research Methods IANTH 310 - Techniques of Cross-Culture ResearchOR ANTH 321 - Social Research Methods IIOR ANTH 351 - Qualitative Research Methods and AnalysisANTH 415 - Advanced Seminar in Anthropology			<ul style="list-style-type: none">ANTH 101 - Introduction to Cultural Anthropology<u>ANTH 220 - Social Research Methods</u>ANTH 310 - Techniques of Cross-Culture ResearchOR <u>ANTH 321 - Statistics for Social Research</u>OR ANTH 351 - Qualitative Research Methods and AnalysisANTH 415 - Advanced Seminar in Anthropology	
ANTH 220 is cross-listed with SOC 220 and POL 222 . Any, but only one, of these three courses may fulfill this requirement.			ANTH 220 is cross-listed with SOC 220 and POL 222 . Any, but only one, of these three courses may fulfill this requirement.		
ANTH 321 is cross-listed with SOC 321 and POL 321 . Any, but only one, of these three courses may fulfill this requirement.			ANTH 321 is cross-listed with SOC 321 and POL 321 . Any, but only one, of these three courses may fulfill this requirement.		
ANTH 351 is cross-listed with BLST 351 , SOC 351 , and POL 351 . Any, but only one, of these four courses may fulfill this requirement.			ANTH 351 is cross-listed with BLST 351 , SOC 351 , and POL 351 . Any, but only one, of these four courses may fulfill this requirement.		
ANTH 415 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.			ANTH 415 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.		
Fulfill ALL of the following requirements:			Fulfill ALL of the following requirements:		
Earn at least 9 credits			Earn at least 9 credits		
	<ul style="list-style-type: none">In ANTH chosen in collaboration with a program advisor, 6 of which must be at the 200-level or above.			<ul style="list-style-type: none">In ANTH chosen in collaboration with a program advisor, 6 of which must be at the 200-level or above.	
Earn at least 9 credits			Earn at least 9 credits		
	<ul style="list-style-type: none">In ANTH, SOC, or BLST chosen in collaboration with a program advisor, 6 of which must be at the 200-level or above.			<ul style="list-style-type: none">In ANTH, SOC, or BLST chosen in collaboration with a program advisor, 6 of which must be at the 200-level or above.	

Total credits:	30	Total credits:	30
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Rationale: The course name of ANTH 321 is changing from “Social Research Methods II” to “Statistics for Social Research” to better reflect the spirit of the course and make it clearer that it centers on statistical analysis. As a result, the course name for ANTH 220 no longer needs the “I” at the end and is changing from “Social Research Methods I” to “Social Research Methods.”

Assessment:

Is this an administrative change? Yes.

If not an administrative change, is this change the result of departmental assessment? No

If so, please describe.

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

Artifacts from the methods courses, ANTH 220 and ANTH 321, will continue to be assessed on two PSLOs every three years.

YORK College | CU NY
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Teacher Education	Xin Bai

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input checked="" type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	New Certificate Design: Bilingual Education	
<input type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

This 15 credit Certificate in Bilingual Education will allow York College to recommend candidates who are fluent in a language other than English to obtain a Bilingual Extension to their initial or professional teaching certificate. This five-course program includes the content that the state determines to be essential for Bilingual Teachers, addressing all 6 program specific requirements and exceeding the 12-credit minimum. Candidates may earn the certificate while completing an existing undergraduate initial certification program or after graduation. This new Certificate is an essential component of York's new state-funded Paraprofessional Upskilling program.

Department Curriculum Committee Approval

Signature	Date
	2/5/2025

Department Approval

Chairperson Signature	Date
	2/5/2025

Other Departments Affected*

Department	Signature	Approved	Comments Attached
English		X	No
History, Philosophy, and Anthropology		X	
World Language, Literatures, and Humanities			

College Curriculum Committee Approval

Signature	Date
	3/6/25

College Senate Approval

Signature	Date



Curriculum Committee Proposal Cover Sheet

*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.

All.I.1 The following new Certificate Program is proposed by the Department of Teacher Education**Program: Certificate in Bilingual Education****Program Code:****Effective: Fall 2026**

FROM		TO	
Course # Course Description	Credits	Course # Course Description	Credits
		<u>EDUC 370A Methods of Teaching Home Language Arts to Multilingual Learners</u> .	3
		<u>EDUC 378 Advanced Socio Linguistics: Literacy for K-12 English Language Learners</u>	3
		<u>EDUC 379 Teaching Mathematics, Science and Social Studies to English Language Learners (ELLs) K-12</u>	3
		<u>Sociolinguistics or Psycholinguistics Elective (choose 1)</u>	3
		<u>ENG 375- English Sociolinguistics</u>	
		<u>HUM 219: Introduction to Second Language Acquisition</u>	
		<u>Culture perspective elective (choose 1)</u>	3
		<u>CHIN 201 - Chinese Language and Culture</u>	
		<u>CLDV 201 - Cultures and Societies of the World: Africa, Latin America and the Caribbean</u>	
		<u>CLDV 202 - Cultures and Societies of the World: The Far East and South East Asia</u>	
		<u>CLDV 203 - Cultures and Societies of the World: Asia and the Middle East</u>	
		<u>FREN 382 - Haitian Culture & Civilization</u>	
		<u>HUM 272 - The Latino Experience in the U.S.</u>	
		<u>SPAN 213 - Latino Cultures in the U.S.</u>	
		<u>SPAN 210 - Spanish Linguistics</u>	
		<u>WLIT 212 - Masterpieces of Spanish Literature in Translation</u>	
		<u>Total</u>	15

Rationale:

This fifteen-credit Certificate will allow York College to recommend candidates who are fluent in a language other than English to obtain a Bilingual Extension to their initial or professional teaching certificate. This five-course program meets the requirements of the New York State Department of Education Bilingual Extension (see Appendix B, Page 30). These are the courses that NYSED experts have determined to be essential for teachers certified in any PreK-12 subject area to teach students who are bilingual. Candidates may earn the certificate while completing an existing undergraduate initial certification program or after graduation. This new Certificate is an essential component of York's new state-funded Paraprofessional Upskilling grant program. It is supported by

the CUNY Dean of Education (See Appendix A on Page 12). See Appendix A for a detailed bilingual education certificate rationale and Appendix C on Page 63 for Approved English Assessments for the NYSSB.

Assessment:

Is this an administrative change? **No**

If not an administrative change, is this change the result of departmental assessment? **Yes**

If so, please describe.

The change is in response to an assessment of partner schoolteacher shortages and PreK-12 student enrollment trends within New York State conducted in summer 2023. This assessment resulted in a \$1 million grant from Gov. Hochul's office.

If no: If this change is not in response to assessment, please outline when this change will be assessed in the future.

Candidates in this program will be assessed on the following PLOs that are embedded into each of the EDUC courses:

PLO 1: The Learner and Learning

Goal 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PLO 2: Instructional Practices

Goal 2: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community contexts.

Candidates will be assessed using TPP Task 4: Lesson Plans

Appendix A

Summary of the Department of Teacher Education Proposal for a Certificate in Bilingual Education

York College's Department of Teacher Education has been approached by our partner districts and partner schools requesting that we prepare teachers across subject areas to teach PreK-12 students whose home language is something other than English. These districts and schools have identified Bengali, Haitian Creole, Mandarin, and Spanish as priority languages for their students. In service of fulfilling this request, York's Department of Teacher Education applied for and was awarded an Upskilling Paraprofessionals Program grant from Governor Kathy Hochul's office for \$999,989. One component of this grant involves creating a Bilingual Education certificate program that will enable York College Department of Teacher Education to recommend successful completers to the state for the Bilingual Education Extension to their Initial or Professional Certification. The CUNY Dean of Teacher Education has reviewed this curriculum proposal and written in support of this proposal (see appendix).

This document outlines the state requirements for this Bilingual Education Extension, how York College will fulfill these requirements, and how other CUNY colleges fulfill these requirements in order to recommend candidates for this extension. This program incorporates current best practices in education of multilingual learners, incorporating New York State's Culturally Responsive/Sustaining Framework (NYSED, n.d.), Science of Reading (Gottardo, Chen, & Huo, 2021), translanguaging (Chaka, 2024; García & Kley, 2016), and teaching for social justice (Chaka, 2024).

Information about New York State Certification to be Earned by Successful Completers:

- A Bilingual Education Extension prepares candidates to teach within their content area in classrooms that serve bilingual students. Much like the Gifted Education Extension that is listed in the same area of the state regulations, the Bilingual Education Extension is about who the PreK-12 learners are and how to support them in learning the content being studied in the extension holder's content-specific classroom.
- Successful completers will be recommended by York College's Department of Teacher Education to New York State for a Bilingual Education Extension to their Initial or Professional teaching certificate: "17. Extensions authorizing the provision of Bilingual Education for certificates for teaching early childhood education; childhood education; middle childhood education; adolescence education; a special subject; literacy education; career and technical education; students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities" (See appendix for a comprehensive list of Valid Base Certification areas. NYSED explicitly prohibits this extension for a World Languages Certification.)
- In order to register an Approved Program, York must demonstrate to New York State Education Department (NYSED) that it fulfills all six of the "General and Program Specific Requirements for Bilingual Education Extension" <https://www.nysesd.gov/college->

[university-evaluation/general-and-program-specific-requirements-bilingual-education](#)

(See below for the requirements how York will fulfill them.)

- The certificate requires 12 credits in PreK-12 pedagogy and linguistics, but it does not require coursework in the target language of the certificate. Instead, in addition to recommendation by the approved program, applicants must pass the Bilingual Education Assessment (BEA)- “The BEA assesses knowledge and skills in the foundations of bilingual education, listening and reading comprehension, and written and oral expression. Offered in the target language of the certificate extension sought, it consists of multiple-choice questions, audiotaped listening and speaking components in English and the target language, and reading and writing components in the target language” (<https://eservices.nysesd.gov/teach/certhelp/search-cert-reqs>)

Target Candidates:

- Certified PreK-12 teachers who want to increase their expertise in supporting the content learning of students in their classes whose home language is something other than English
- Advanced Teacher Education candidates at York College (completed EDUC 268: Bilingual and English Language Learner Education) admitted to the following certification areas: Biology Education 7-12, Chemistry Education 7-12, Childhood Education 1-6, Earth Science Education 7-12, English Education Middle School Extension 1-9, Health Education K-12, History Education Middle School Extension 1-9, Mathematics Education 5-8, Mathematics Education 7-12, Music Education PreK-12, and Physical Education K-12. In addition to having taken EDUC 268, these candidates have to take either EDUC 340: Literacy Instruction Inside Middle and Secondary Schools for English Only and English Language Learners or EDUC 369: Early Language & Literacy for English Only and English Language Learners and EDUC 370: Content Literacy 2-6 English Only and English Language Learners, depending on their programs.

Program Admissions Requirements

- Current PreK-12 New York State teaching certification (Initial or Professional) in a subject area allowable for adding a Bilingual Education Extension (see above and appendix) OR admission to one of York’s Teacher Education majors that allow the Bilingual Extension and completion of EDUC 268
- Fluency in both English and the target language measured by the same criteria that New York State implements to award the Seal of Biliteracy

NYSED Program Specific Requirements for Bilingual Education Extension

Coursework

The program shall include the following:

- i. theories of bilingual education and bilingualism: “Acceptable studies focus on the theoretical foundations, principles, and trends in bilingual education relevant to elementary or secondary school students.”

- ii. multicultural perspectives in education- “Cultural Perspectives: Acceptable courses are those which provide a linguistic, cultural or historic view of a regional, national or ethnic group whose language is not English. Examples include courses with titles such as ‘language and culture of’, ‘civilization of’, and ‘history and culture’ of any regional, national, or ethnic group whose language is not English, and ‘cultural anthropology’” ;
- iii. sociolinguistics and psycholinguistics- “Sociolinguistics is the study of language as it relates to social and cultural context. Psycholinguistics is the study of psychological factors influencing language.”;
- iv. methods of teaching English language arts to bilingual English language learners- “Methods of teaching refers to the means or strategies which a teacher uses to help students learn. For the extension of a teaching certificate to work in a bilingual education classroom, the Teaching English to English language learners course should be in the methods of teaching reading, writing, speaking and understanding English to children and adolescents for whom English is not their first language. Study in teaching English to such students through the use of ‘subject area’ or ‘content area’ instruction in mathematics, the sciences and the social studies, is also acceptable for this requirement., including literacy, using the native language and English, for meeting the State learning standards for students;”
- v. methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English- “Acceptable studies include courses in methods of teaching reading, language arts, whole language, or literacy in the bilingual classroom. Any reading methods course in the native language other than English is acceptable.”; and
- vi. methods of teaching other content appropriate to the teaching certificate to bilingual English language learners, using the native language and English, for meeting the State learning standards for students- “These studies in education prepare candidates to teach the content area using the native language and English. This includes teaching math and science with a bilingual approach, and methods and materials in bilingual education (content area considerations).”

Field Experiences:

- college-supervised field experiences of at least 50 clock hours in providing bilingual education, as appropriate to the teaching certificate.

Pre and Co-Requisite Courses

Required for program entry:

EDUC 268: Bilingual and English Language Learner (ELL) Education

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.

Required for Initial Certificate

PreK-12 and Secondary Programs

EDUC 340: Literacy Instruction Inside Middle & Secondary Schools for English Only & English Language Learners

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. Emphasis is on building assessment-based 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. The completion of 30 hours of fieldwork is required.

Childhood and Middle School Extension Programs

EDUC 369: Early Language & Literacy for English Only and English Language Learners (EO & ELLs)

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 including use of technological tools and resources. The completion of 15 Hours of fieldwork required.

EDUC 370: Content Literacy 2-6 English Only and English Language Learners (EO & ELLs)

This is part 2 of required literacy education courses for teacher candidates. It focuses on content area literacy Instruction for Mainstream English Only (EO) and English Language Learners (ELLs), in grades 2-6. In this course, students will focus on standards-based literacy instruction and children's literature used in designing literacy programs for students in grades 2-6 classrooms in academic content areas - science, mathematics, social studies and the arts for both English Only (EO) students and English Language Learners (ELLs). A major focus for this course will be methods for teaching content area literacy skills in grades 2-6 and the use of instructional technology and multicultural 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.

Courses Required for the proposed Bilingual Education Certificate

EDUC 370A: Methods of Teaching Home Language Arts to Multilingual Learners

This course prepares candidates for teaching in multilingual contexts, primarily focusing on leveraging students' home languages alongside English. The curriculum emphasizes creating an environment that celebrates the diverse linguistic identities in the classroom. Candidates will explore innovative pedagogical approaches to literacy development, using the science of reading and key theories to foster multiliteracy and translanguaging, emphasizing students' home language development. A particular focus will be analyzing critical linguistic systems in various home languages and their interplay with English. Candidates will investigate the cognitive, social, and academic benefits of maintaining and developing home languages to promote equity in the classroom. The second part of this course requires a 2-hour lab each week. This lab will focus on implementing what is learned in the lecture class as well as in the fieldwork environment. This will be tailored to the candidates' specific home language being taught and content literacy within the subject area(s). Field Work Required.

EDUC 378: Advanced Socio-Linguistics: Literacy for K-12 English Language Learners

This course focuses on the examination of the theory, research and practices that affect reading and writing for speakers of English as a Second Language. Based on current theory, practices, and research-based skills and knowledge about instructional strategies, socio-linguistic and literacy pedagogical practices will be examined, explored and developed for K-12 English Language Learners (ELLs). Field Work Required.

EDUC 379: Teaching Mathematics, Science, and Social Studies to English Language Learners (ELLs) K-12

This course focuses on the examination of the theory, research, and practices that affect math, science and social studies instruction for K-12 English Language Learners (ELLs). It will focus on building teacher background and knowledge of the content needs of ELLs in the math, science and social studies classroom to make these content area subjects accessible to ELLs at all grade levels, K-12. It will also focus on the methods and strategies for teaching math, science and social studies to ELLs, material adaptation, assessment accommodations for teaching ELLs in content classrooms, and the implementation of research-based instructional strategies, interventions and assessment practices aligned to support K-12 ELL in content learning. Field Work Required

ENG 375: English Sociolinguistics

The major geographical, stylistic, and social dialects of English. Special attention to bilingualism, ethnic varieties (including Black English, Irish English, Puerto Rican English and Yiddish), women's speech, and other small-group uses of English, their social status and effects on mobility.

OR

HUM 219: Introduction to Second Language Acquisition

This course provides an introduction to second language acquisition. Issues to be examined include: the role of the first language; psychological aspects; sociolinguistic aspects; and such socio-educational aspects as bilingualism, and immersion of second language acquisition. These issues will be discussed in terms of theoretical models of second language learning. Students will also be introduced to research methodology employed in second language studies.

Cultural Perspective elective- one chosen appropriate to the extension language

See appendix for complete course descriptions
CHIN 201 - Chinese Language and Culture

CLDV 201 - Cultures and Societies of the World: Africa, Latin America and the Caribbean

CLDV 202 - Cultures and Societies of the World: The Far East and South East Asia

CLDV 203 - Cultures and Societies of the World: Asia and the Middle East

FREN 382 - Haitian Culture & Civilization

HUM 272 - The Latino Experience in the U.S.

SPAN 213 - Latino Cultures in the U.S.

SPAN 210 - Spanish Linguistics

WLIT 212 - Masterpieces of Spanish Literature in Translation

Course Number and Title	Credit Hours	Pedagogical Core Requirements (PCR) Addressed				
		General PCR*	Cert Code	Cert Code	Cert Code	Cert Code
			17			
EDUC 370A Methods of Teaching Home Language Arts to Multilingual Learners	3	NA	i,ii,v			
EDUC 378 Advanced Sociolinguistics: Literacy for K-12 English Language Learners	3	NA	i,ii,iii,iv			
EDUC 379- Teaching Mathematics, Science and Social Studies 3 to English Language Learners (ELLs) K-12	3	NA	i,ii,vi			
ENG 375- English Sociolinguistics or	3	NA	i,ii,iii			

Course Number and Title	Credit Hours	Pedagogical Core Requirements (PCR) Addressed				
		General PCR*	Cert Code	Cert Code	Cert Code	Cert Code
HUM 219: Introduction to Second Language Acquisition		17				
Cultural Perspectives elective	3	NA	ii			

Changes from spring 2024 proposal

- Proposing a Certificate rather than an Advanced Certificate because it targets undergraduates, filling a hole in CUNY offerings (see letter from CUNY Dean of Education)
- Creating a new course EDUC 370A to fulfill the “methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English” NYSED requirement- see appendix for NYSED response to a question about the language in which this course must be taught
- Adding HUM 219: Introduction to Second Language Acquisition as an elective for the “iii-sociolinguistics and psycholinguistics” requirement
- Adding a “Cultural Perspectives” course to target the “ii-multicultural perspectives in education” requirement and increasing the Certificate to 15 credits

Comparison with current York College offerings to support teachers of bilingual PreK-12 students

The chart below compares the pedagogy courses required by York College to be recommended for the NYSED Bilingual Extension in the current Spanish Bilingual Extension major, courses for current teachers to earn the Bilingual Extension through Individual Evaluation, and the proposed Bilingual Extension Certificate program for different initial certificates age bands. Additionally, Cultural Perspectives electives and the required Sociolinguistics course also are built into the proposed Bilingual Certificate program.

Current Spanish Bilingual Extension Major grades 1-6 First registered by NYSED in 6/2021 Last update appeared in CAPRA January/February 2023	Courses for current teachers to earn the Bilingual Extension through Individual Evaluation Courses added to the 2012-2023 Bulletin	Proposed Bilingual Certificate Program -Childhood Education	Proposed Bilingual Certificate Program -PreK-12 or Secondary Education
<ul style="list-style-type: none"> • EDUC 268 – Bilingual and English Language Learner (ELL) Education (taken by all TE majors) 	<p>Required course prerequisite</p> <ul style="list-style-type: none"> • EDUC 268 – Bilingual and English Language Learner (ELL) Education 	<p>Required program prerequisite</p> <ul style="list-style-type: none"> • EDUC 268 – Bilingual and English Language Learner (ELL) Education 	<p>Required program prerequisite</p> <ul style="list-style-type: none"> • EDUC 268 – Bilingual and English Language Learner (ELL) Education (program prerequisite)
<ul style="list-style-type: none"> • EDUC 369 – Early Language & Literacy for English Only and English Language Learners (EO & ELLs) 	<p>Required course prerequisite (one)</p> <ul style="list-style-type: none"> • EDUC 369 – Early Language & Literacy for English Only and English 	<p>Required course prerequisite</p> <ul style="list-style-type: none"> • EDUC 369 – Early Language & Literacy for English Only and English 	<p>Required course prerequisite</p> <ul style="list-style-type: none"> • EDUC 340 – Literacy Instruction Inside Middle & Secondary Schools for English

(Taken by all Childhood Education majors)	Language Learners (EO & ELLs) OR OR EDUC 340 – Literacy Instruction Inside Middle & Secondary Schools for English Only & English Language Learners	Language Learners (EO & ELLs) (program prerequisite)	Only & English Language Learners (program prerequisite)
<ul style="list-style-type: none"> EDUC 370 – Content Literacy 2-6 English Only and English Language Learners (EO & ELLs) (Taken by all Childhood Education majors) 		Required course prerequisite <ul style="list-style-type: none"> EDUC 370 – Content Literacy 2-6 English Only and English Language Learners (EO & ELLs) (program prerequisite) 	
<ul style="list-style-type: none"> EDUC 351 – Teaching Reading and Spanish Language Arts in Bilingual Contexts (The only bilingual pedagogy course beyond the initial certification requirements.) 	<ul style="list-style-type: none"> EDUC 351 – Teaching Reading and Spanish Language Arts in Bilingual Contexts 	<ul style="list-style-type: none"> EDUC 370A: Methods of Teaching Home Language Arts to Multilingual Learners 	<ul style="list-style-type: none"> EDUC 370A: Pedagogical Approaches to Multilingual Literacy: Supporting Home Language in Culturally Responsive Classroom Contexts
	<ul style="list-style-type: none"> EDUC 378: Advanced Socio-Linguistics: Literacy for K-12 English Language Learners 	<ul style="list-style-type: none"> EDUC 378: Advanced Socio-Linguistics: Literacy for K-12 English Language Learners 	<ul style="list-style-type: none"> EDUC 378: Advanced Socio-Linguistics: Literacy for K-12 English Language Learners
	<ul style="list-style-type: none"> EDUC 379: Teaching Mathematics, Science, and Social Studies to English Language Learners (ELLs) K-12 	<ul style="list-style-type: none"> EDUC 379: Teaching Mathematics, Science, and Social Studies to English Language Learners (ELLs) K-12 	<ul style="list-style-type: none"> EDUC 379: Teaching Mathematics, Science, and Social Studies to English Language Learners (ELLs) K-12

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November 18, 2024

Dear York College colleagues,

I write to share my enthusiastic support for the curricular materials shared by the Teacher Education department for new and reimaged courses, with the goal of creating clearly articulated academic progression for students striving to become Bilingual Education teachers. Their proposal addresses one of the deepest needs facing our city's public schools while bolstering the career prospects of York College graduates.

NYC Public Schools (NYCPS) is our nation's largest school district and one of CUNY's closest institutional partners; 16% of NYCPS students are English Language Learners. Bilingual Education teachers are in high demand, and yet most of CUNY's academic programs in Bilingual Education are at the graduate level. CUNY's undergraduate portfolio of academic programs in Education are not well-aligned to NYCPS hiring opportunities. CUNY can and should be preparing more teacher candidates to earn certification in Bilingual Education. Additionally, given its tremendous linguistic diversity, CUNY is well positioned to prepare Bilingual Education teachers in a range of low-incidence languages. NY State's required certification exam in this area—the Bilingual Education Assessment—is offered in more than 30 languages and tests for listening comprehension, reading comprehension, written expression, and oral expression. The academic and certification process together helps ensure that candidates are ready for the classroom.

For more than a year, my office has led university-wide work in Bilingual Education and Special Education through an MOU and funding from NY State Education Department. I look forward to seeking ways to support York's new program once approved, including connections to NYCPS students who have completed the NY State Seal of Biliteracy.

Having multiple state licenses increases the opportunity for bachelor's-prepared teacher candidates to have access to the most in-demand teaching jobs (starting salaries exceed \$64,000). Even for enrolled students who don't yet have their bachelor's degree, it provides crucial academic preparation in working with multilingual students for employment in a range of roles and settings, including Teaching Assistants at NYCPS.

This curriculum from the Teacher Education department at York College represents deep engagement on a crucial workforce need facing our city's schools, and I look forward to supporting recruitment into these degree pathways once the programs are in place.

Sincerely,

Ashleigh Thompson

Appendix

York College offers the highlighted certification areas but currently certified teacher in any of the listed fields can earn the Bilingual Education Certificate at York. This means that there are an extensive number of current teachers in the target recruitment pool.

- Existing Valid Base NYSED Certification
(<https://eservices.nysesd.gov/teach/certhelp/search-cert-reqs>)
 - This refers to the New York State teaching certificate that serves as the foundation for a subject area or grade level extension.
 - **Valid base certificates for this extension are:**
 - Students With Disabilities (Grades 1-6) - Initial Certificate
 - Dance - Initial Certificate
 - **Music - Initial Certificate**
 - **Childhood Education (Grades 1-6) - Initial Certificate**
 - Speech And Language Disabilities - Initial Reissuance
 - Students With Disabilities (Birth-Grade 2) - Professional Certificate
 - Social Studies (Grades 5-9) - Initial Certificate
 - Art - Initial Certificate
 - Assistant Director of School Library Services - Initial Certificate
 - Students With Disabilities - Grades 5-9 - English - Initial Certificate
 - Students With Disabilities - Grades 5-9 - Mathematics - Initial Certificate
 - Students With Disabilities - Grades 5-9 - Social Studies - Initial Certificate
 - Computer Technology 7-12 - Initial Certificate
 - Teacher Education And Training 7-12 (Cte) - Initial Certificate
 - Graphic Imaging (To Include Printing/Lithography) 7-12 - Initial Certificate
 - Dental Assisting 7-12 - Initial Certificate
 - Heating, Ventilation, Air Conditioning, & Refrigeration 7-12 - Initial Certificate
 - Animal Production, Science & Business 7-12 - Initial Certificate
 - Travel Services 7-12 - Initial Certificate
 - Biology, Chemistry and General Science In The Public Junior High - Initial Certificate
 - Deaf And Hard Of Hearing - Initial Certificate
 - Special Education - Initial Certificate
 - Theatre - Initial Certificate
 - Students With Disabilities - Grades 5-9 - Concentration In Biology - Initial Certificate
 - Students With Disabilities - Grades 5-9 - Concentration In Earth Science - Initial Certificate
 - Agriculture - Initial Reissuance
 - Students With Disabilities - Grades 5-9 - English - Initial Reissuance
 - Forensic Science 7-12 - Initial Reissuance
 - Drama 7-12 - Initial Reissuance
 - Plumbing 7-12 - Initial Reissuance

- Natural Resources & Ecology 7-12 - Initial Reissuance
- Animal Production, Science & Business 7-12 - Initial Reissuance
- Upholstering 7-12 - Initial Reissuance
- Avionics Trades (Ground School Training) 7-12 - Initial Reissuance
- Nail Specialty 7-12 - Initial Reissuance
- Emergency & Fire Management Services 7-12 - Initial Reissuance
- Business (Cte) 7-12 - Initial Reissuance
- Students With Disabilities - Grades 5-9 - Concentration In Chemistry - Initial Reissuance
- Students With Disabilities (Grades 5-9), Generalist - Initial Reissuance
- English Language Arts (Grades 5-9) - Professional Certificate
- Mathematics (Grades 5-9) - Professional Certificate
- Students With Disabilities - Grades 7-12 - Mathematics - Professional Certificate
- Computer Forensics 7-12 - Professional Certificate
- Forensic Science 7-12 - Professional Certificate
- Ground Support Operations 7-12 - Professional Certificate
- Electro-Mechanical Equipment Occupations (Repair & Installation) 7-12 - Professional Certificate
- Professional Photography 7-12 - Professional Certificate
- Nail Specialty 7-12 - Professional Certificate
- Chemistry 7-12 - Professional Certificate
- Blind And Visually Impaired - Initial Certificate
- Students With Disabilities (Birth - Grade 2) - Initial Reissuance
- Dance - Initial Reissuance
- Technology Education - Initial Reissuance
- Dance - Professional Certificate
- Business And Marketing - Initial Certificate
- Library - Initial Certificate
- Research Librarian - Initial Certificate
- Theatre - Initial Certificate
- Students With Disabilities - Grades 7-12 - English - Initial Certificate
- Electrical-Electronic Technology 7-12 - Initial Certificate
- Geospatial Intelligence / Geographic Information Systems 7-12 - Initial Certificate
- Dance Music 7-12 - Initial Certificate
- Cosmetology/Barbering 7-12 - Initial Certificate
- Hospitality & Tourism 7-12 - Initial Certificate
- Warehousing 7-12 - Initial Certificate
- Pharmacy Assisting 7-12 - Initial Certificate
- Barbering 7-12 - Initial Certificate
- Security & Protective Services 7-12 - Initial Certificate
- Early Childhood Development and Learning 7-12 - Initial Certificate
- **Biology 7-12 - Initial Certificate**

- Biology (Grades 5-9) - Initial Certificate
- Social Studies 7-12 - Initial Reissuance
- Visual Arts - Initial Reissuance
- Library - Initial Reissuance
- Students With Disabilities - Grades 7-12 - English - Initial Reissuance
- Students With Disabilities - Grades 7-12 - Social Studies - Initial Reissuance
- Geospatial Intelligence / Geographic Information Systems 7-12 - Initial Reissuance
- Business And Entrepreneurship 7-12 (Cte) - Initial Reissuance
- Practical Nursing 7-12 - Initial Reissuance
- Power Plant Maintenance & Repair 7-12 - Initial Reissuance
- Computer Aided Drafting (Cad) 7-12 - Initial Reissuance
- Cosmetology/Barbering 7-12 - Initial Reissuance
- Vehicle Body Repair & Painting 7-12 - Initial Reissuance
- Machine Tool Operation/Machine Shop 7-12 - Initial Reissuance
- Medical Laboratory Technology 7-12 - Initial Reissuance
- Security Operations 7-12 - Initial Reissuance
- Textile Production And Fabrication (Clothing Trades) 7-12 - Initial Reissuance
- Esthetics 7-12 - Initial Reissuance
- Barbering 7-12 - Initial Reissuance
- Professional Diving 7-12 - Initial Reissuance
- Chemistry 7-12 - Initial Reissuance
- Deaf And Hard Of Hearing - Initial Reissuance
- Theatre - Initial Reissuance
- Earth Science (Grades 5-9) - Initial Reissuance
- Physics (Grades 5-9) - Initial Reissuance
- Students With Disabilities - Grades 5-9 - Concentration In Physics - Initial Reissuance
- Health Education - Professional Certificate
- Library Supervisor - Professional Certificate
- Research Librarian - Professional Certificate
- Educational Communications Coordinator - Professional Certificate
- Students With Disabilities - Grades 7-12 - English - Professional Certificate
- Business And Entrepreneurship 7-12 (Cte) - Professional Certificate
- Computer Aided Drafting (Cad) 7-12 - Professional Certificate
- Dance - Modern 7-12 - Professional Certificate
- Drama 7-12 - Professional Certificate
- Dental Assisting 7-12 - Professional Certificate
- Vehicle Body Repair & Painting 7-12 - Professional Certificate
- Emergency Medical Services 7-12 - Professional Certificate
- Pharmacy Assisting 7-12 - Professional Certificate
- Physical Therapy Aid 7-12 - Professional Certificate

- Avionics Trades (Ground School Training) 7-12 - Professional Certificate
- Printing And Lithography 7-12 - Professional Certificate
- Deaf And Hard Of Hearing - Professional Certificate
- Biology & General Science 7-12 - Professional Certificate
- Students With Disabilities - Grades 5-9 - Concentration In Chemistry - Professional Certificate
- Students With Disabilities - Grades 7-12 - Physics - Professional Certificate
- English Language Arts 7-12 - Professional Certificate
- Blind And Visually Impaired - Initial Reissuance
- Physical Education - Professional Certificate
- Technology Education - Professional Certificate
- **Mathematics (Grades 5-9) - Initial Certificate**
- Social Studies 7-12 - Initial Certificate
- Library Supervisor - Initial Certificate
- Educational Communications Coordinator - Initial Certificate
- Pre Kindergarten, Kindergarten And Grades 1-6 - Initial Certificate
- Drafting 7-12 - Initial Certificate
- Residential/Commercial Building Maintenance & Remodeling 7-12 - Initial Certificate
- Medical Assisting 7-12 - Initial Certificate
- Natural Resources & Ecology 7-12 - Initial Certificate
- Emergency Medical Services 7-12 - Initial Certificate
- Plant Science 7-12 - Initial Certificate
- Upholstering 7-12 - Initial Certificate
- Legal Services 7-12 - Initial Certificate
- Nail Specialty 7-12 - Initial Certificate
- Physics (Grades 5-9) - Initial Certificate
- Students With Disabilities - Grades 5-9 - Concentration In Physics - Initial Certificate
- Students With Disabilities - Grades 7-12 - Biology - Initial Certificate
- Students With Disabilities (Grades 5-9), Generalist - Initial Certificate
- Citizenship Education - Initial Reissuance
- Food & Nutrition 7-12 - Initial Reissuance
- Mechanical Technology 7-12 - Initial Reissuance
- Cybersecurity 7-12 - Initial Reissuance
- Airframe Maintenance & Repair 7-12 - Initial Reissuance
- Dental Assisting 7-12 - Initial Reissuance
- Commercial Art 7-12 - Initial Reissuance
- Heating, Ventilation, Air Conditioning, & Refrigeration 7-12 - Initial Reissuance
- Travel Services 7-12 - Initial Reissuance
- Law Enforcement Services 7-12 - Initial Reissuance
- Physics 7-12 - Initial Reissuance
- Chemistry (Grades 5-9) - Initial Reissuance

- Students With Disabilities - Grades 7-12 - Biology - Initial Reissuance
- Students With Disabilities - Grades 7-12 - Physics - Initial Reissuance
- Director Of Libraries - Professional Certificate
- Chairman of Library Department - Professional Certificate
- Director of Educational Communications - Professional Certificate
- Director of Community Relations - Professional Certificate
- Students With Disabilities - Grades 5-9 - English - Professional Certificate
- Food & Nutrition 7-12 - Professional Certificate
- Airframe Maintenance & Repair 7-12 - Professional Certificate
- Power Plant Maintenance & Repair 7-12 - Professional Certificate
- Culinary Careers 7-12 - Professional Certificate
- Electrical/Electronic Equipment Occupations (Repair & Installation) 7-12 - Professional Certificate
- Commercial Art 7-12 - Professional Certificate
- Residential/Commercial Building Maintenance & Remodeling 7-12 - Professional Certificate
- Security Operations 7-12 - Professional Certificate
- Optical Mechanics 7-12 - Professional Certificate
- Hospitality & Tourism 7-12 - Professional Certificate
- Legal Services 7-12 - Professional Certificate
- Business (Cte) 7-12 - Professional Certificate
- Aeronautics 7-12 - Professional Certificate
- Sterile Processing 7-12 - Professional Certificate
- Physics (Grades 5-9) - Professional Certificate
- Students With Disabilities - Grades 5-9 - Concentration In Earth Science - Professional Certificate
- Students With Disabilities - Grades 7-12 - Generalist - Initial Reissuance
- Students With Disabilities (Grades 1-6) - Professional Certificate
- Early Childhood Education (Birth-Grade 2) - Professional Certificate
- Blind And Visually Impaired - Professional Certificate
- Childhood Education (Grades 1-6) - Professional Certificate
- Agriculture - Initial Certificate
- Reading Teacher - Initial Certificate
- Literacy (Grades 5-12) - Initial Certificate
- Human Services & Family Studies Cluster 7-12 - Initial Certificate
- Airframe Maintenance & Repair 7-12 - Initial Certificate
- Drama 7-12 - Initial Certificate
- Electrical/Electronic Equipment Occupations (Repair & Installation) 7-12 - Initial Certificate
- Electrical 7-12 - Initial Certificate
- Avionics Trades (Ground School Training) 7-12 - Initial Certificate
- Aviation Trades (Ground School Training) - Initial Certificate
- Emergency & Fire Management Services 7-12 - Initial Certificate
- Law Enforcement Services 7-12 - Initial Certificate

- Agricultural Production, Science And Business 7-12 - Initial Certificate
- Professional Diving 7-12 - Initial Certificate
- Earth Science (Grades 5-9) - Initial Certificate
- Students With Disabilities - Grades 7-12 - Physics - Initial Certificate
- Mathematics (Grades 5-9) - Initial Reissuance
- Library Supervisor - Initial Reissuance
- Chairman of Library Department - Initial Reissuance
- Assistant Director of School Library Services - Initial Reissuance
- Literacy (Birth-Grade 6) - Initial Reissuance
- Literacy (Grades 5-12) - Initial Reissuance
- Drafting 7-12 - Initial Reissuance
- Dance Music 7-12 - Initial Reissuance
- Electrical/Electronic Equipment Occupations (Repair & Installation) 7-12 - Initial Reissuance
- Dental Laboratory Technology 7-12 - Initial Reissuance
- Electro-Mechanical Equipment Occupations (Repair & Installation) 7-12 - Initial Reissuance
- Masonry 7-12 - Initial Reissuance
- Agricultural Engineering & Mechanics 7-12 - Initial Reissuance
- Nurse's Assisting 7-12 - Initial Reissuance
- Hospitality & Tourism 7-12 - Initial Reissuance
- Drone Technology 7-12 - Initial Reissuance
- Agricultural Production, Science And Business 7-12 - Initial Reissuance
- Aeronautics 7-12 - Initial Reissuance
- Sterile Processing 7-12 - Initial Reissuance
- Sciences (All) - Initial Reissuance
- Students With Disabilities - Grades 7-12 - Earth Science - Initial Reissuance
- English Language Arts 7-12 - Initial Reissuance
- Social Studies 7-12 - Professional Certificate
- Agriculture - Professional Certificate
- Library - Professional Certificate
- Mechanical Technology 7-12 - Professional Certificate
- Geospatial Intelligence / Geographic Information Systems 7-12 - Professional Certificate
- Graphic Imaging (To Include Printing/Lithography) 7-12 - Professional Certificate
- Natural Resources & Ecology 7-12 - Professional Certificate
- Plant Science 7-12 - Professional Certificate
- Animal Production, Science & Business 7-12 - Professional Certificate
- Warehousing 7-12 - Professional Certificate
- Law Enforcement Services 7-12 - Professional Certificate
- Agricultural Production, Science And Business 7-12 - Professional Certificate
- Professional Diving 7-12 - Professional Certificate

- Biology, Chemistry and General Science In The Public Junior High - Professional Certificate
- Theatre - Professional Certificate
- Students With Disabilities - Grades 7-12 - Biology - Professional Certificate
- Generalist In Middle Childhood Education (Grades 5-9) - Professional Certificate
- Students With Disabilities - Grades 7-12 - Generalist - Initial Certificate
- Students With Disabilities (Birth-Grade 2) - Initial Certificate
- Physical Education - Initial Reissuance
- Childhood Education (Grades 1-6) - Initial Reissuance
- Speech And Language Disabilities - Professional Certificate
- Director Of Libraries - Initial Certificate
- Director of Educational Communications - Initial Certificate
- Business & Dist Education - Initial Certificate
- Students With Disabilities - Grades 7-12 - Mathematics - Initial Certificate
- Residential/Commercial Building Maintenance & Remodeling - Initial Certificate
- Textile & Design Cluster 7-12 - Initial Certificate
- Mechanical Technology 7-12 - Initial Certificate
- Computer Forensics 7-12 - Initial Certificate
- Forensic Science 7-12 - Initial Certificate
- Dance - Classical Ballet 7-12 - Initial Certificate
- Vehicle Mechanical Repair (Including Heavy Equipment Operation) 7-12 - Initial Certificate
- Vehicle Body Repair & Painting 7-12 - Initial Certificate
- Dental Laboratory Technology 7-12 - Initial Certificate
- Animal Science 7-12 - Initial Certificate
- Agricultural Engineering & Mechanics 7-12 - Initial Certificate
- Textile Production And Fabrication (Clothing Trades) 7-12 - Initial Certificate
- Physical Therapy Aid 7-12 - Initial Certificate
- Drone Technology 7-12 - Initial Certificate
- Esthetics 7-12 - Initial Certificate
- Students With Disabilities - Grades 7-12 - Earth Science - Initial Certificate
- Mathematics 7-12 - Initial Reissuance
- Family And Consumer Sciences - Initial Reissuance
- Director of Educational Communications - Initial Reissuance
- Students With Disabilities - Grades 5-9 - Social Studies - Initial Reissuance
- Computer Technology 7-12 - Initial Reissuance
- Electrical-Electronic Technology 7-12 - Initial Reissuance
- Culinary Careers 7-12 - Initial Reissuance
- Dance - Modern 7-12 - Initial Reissuance
- Vehicle Mechanical Repair (Including Heavy Equipment Operation) 7-12 - Initial Reissuance

- Professional Photography 7-12 - Initial Reissuance
- Residential/Commercial Building Maintenance & Remodeling 7-12 - Initial Reissuance
- Emergency Medical Services 7-12 - Initial Reissuance
- Optical Mechanics 7-12 - Initial Reissuance
- Physical Therapy Aid 7-12 - Initial Reissuance
- Legal Services 7-12 - Initial Reissuance
- Biology 7-12 - Initial Reissuance
- Biology (Grades 5-9) - Initial Reissuance
- Students With Disabilities - Grades 5-9 - Concentration In Earth Science - Initial Reissuance
- Family And Consumer Sciences - Professional Certificate
- Assistant Director of School Library Services - Professional Certificate
- Theatre - Professional Certificate
- Literacy (Birth-Grade 6) - Professional Certificate
- Textile & Design Cluster 7-12 - Professional Certificate
- Computer Technology 7-12 - Professional Certificate
- Dance - Classical Ballet 7-12 - Professional Certificate
- Cosmetology/Barbering 7-12 - Professional Certificate
- Medical Laboratory Technology 7-12 - Professional Certificate
- Animal Science 7-12 - Professional Certificate
- Agricultural Engineering & Mechanics 7-12 - Professional Certificate
- Travel Services 7-12 - Professional Certificate
- Drone Technology 7-12 - Professional Certificate
- Earth Science 7-12 - Professional Certificate
- Students With Disabilities - Grades 7-12 - Earth Science - Professional Certificate
- Students With Disabilities (Grades 5-9), Generalist - Professional Certificate
- **Physical Education - Initial Certificate**
- Students With Disabilities (Birth-Grade 2) - Initial Reissuance
- Students With Disabilities (Grades 1-6) - Initial Reissuance
- Early Childhood Education (Birth-Grade 2) - Initial Reissuance
- **Mathematics 7-12 - Initial Certificate**
- **Health Education - Initial Certificate**
- Agriculture - Occupational Education - Initial Certificate
- Students With Disabilities - Grades 7-12 - Social Studies - Initial Certificate
- Food & Nutrition 7-12 - Initial Certificate
- Business And Entrepreneurship 7-12 (Cte) - Initial Certificate
- Ground Support Operations 7-12 - Initial Certificate
- Culinary Careers 7-12 - Initial Certificate
- Media Communications 7-12 - Initial Certificate
- Machine Tool Operation/Machine Shop 7-12 - Initial Certificate
- Welding 7-12 - Initial Certificate

- Motorcycle, Marine, & Outdoor Power Equipment 7-12 - Initial Certificate
- Medical Laboratory Technology 7-12 - Initial Certificate
- Security Operations 7-12 - Initial Certificate
- Ophthalmic Dispensing 7-12 - Initial Certificate
- Optical Mechanics 7-12 - Initial Certificate
- Personal Trainer Assisting 7-12 - Initial Certificate
- Printing And Lithography 7-12 - Initial Certificate
- Sterile Processing 7-12 - Initial Certificate
- Chemistry (Grades 5-9) - Initial Certificate
- English Language Arts 7-12 - Initial Certificate
- Social Studies (Grades 5-9) - Initial Reissuance
- Director Of Libraries - Initial Reissuance
- Students With Disabilities - Grades 5-9 - Mathematics - Initial Reissuance
- Human Services & Family Studies Cluster 7-12 - Initial Reissuance
- Dance - Classical Ballet 7-12 - Initial Reissuance
- Security & Protective Services 7-12 - Initial Reissuance
- Printing And Lithography 7-12 - Initial Reissuance
- Business And Distributive Education - Professional Certificate
- Visual Arts - Professional Certificate
- Students With Disabilities - Grades 5-9 - Mathematics - Professional Certificate
- Students With Disabilities - Grades 5-9 - Social Studies - Professional Certificate
- Literacy (Grades 5-12) - Professional Certificate
- Cybersecurity 7-12 - Professional Certificate
- Teacher Education And Training 7-12 (Cte) - Professional Certificate
- Media Communications 7-12 - Professional Certificate
- Vehicle Mechanical Repair (Including Heavy Equipment Operation) 7-12 - Professional Certificate
- Heating, Ventilation, Air Conditioning, & Refrigeration 7-12 - Professional Certificate
- Machine Tool Operation/Machine Shop 7-12 - Professional Certificate
- Motorcycle, Marine, & Outdoor Power Equipment 7-12 - Professional Certificate
- Textile Production And Fabrication (Clothing Trades) 7-12 - Professional Certificate
- Avionics 7-12 - Professional Certificate
- Security & Protective Services 7-12 - Professional Certificate
- Early Childhood Development and Learning 7-12 - Professional Certificate
- Biology 7-12 - Professional Certificate
- Chemistry (Grades 5-9) - Professional Certificate
- Students With Disabilities - Grades 5-9 - Concentration In Physics - Professional Certificate

- Students With Disabilities - Grades 7-12 - Chemistry - Professional Certificate
- Blind And Partially Sighted - Professional Certificate
- Citizenship Education - Initial Certificate
- Health - Initial Certificate
- Literacy (Birth-Grade 6) - Initial Certificate
- Cybersecurity 7-12 - Initial Certificate
- Practical Nursing 7-12 - Initial Certificate
- Dance - Modern 7-12 - Initial Certificate
- Electro-Mechanical Equipment Occupations (Repair & Installation) 7-12 - Initial Certificate
- Commercial Art 7-12 - Initial Certificate
- Avionics 7-12 - Initial Certificate
- Cosmetology 7-12 - Initial Certificate
- Aeronautics 7-12 - Initial Certificate
- **Earth Science 7-12 - Initial Certificate**
- Students With Disabilities - Grades 5-9 - Concentration In Chemistry - Initial Certificate
- Students With Disabilities - Grades 7-12 - Chemistry - Initial Certificate
- English Language Arts (Grades 5-9) - Initial Reissuance
- Business And Marketing - Initial Reissuance
- Research Librarian - Initial Reissuance
- Director of Community Relations - Initial Reissuance
- Educational Communications Coordinator - Initial Reissuance
- Theatre - Initial Reissuance
- Graphic Imaging (To Include Printing/Lithography) 7-12 - Initial Reissuance
- Media Communications 7-12 - Initial Reissuance
- Carpentry 7-12 - Initial Reissuance
- Welding 7-12 - Initial Reissuance
- Plant Science 7-12 - Initial Reissuance
- Earth Science 7-12 - Initial Reissuance
- Students With Disabilities - Grades 5-9 - Concentration In Biology - Initial Reissuance
- Students With Disabilities - Grades 7-12 - Chemistry - Initial Reissuance
- Citizenship Education - Professional Certificate
- Business And Marketing - Professional Certificate
- Human Services & Family Studies Cluster 7-12 - Professional Certificate
- Drafting 7-12 - Professional Certificate
- Dental Laboratory Technology 7-12 - Professional Certificate
- Masonry 7-12 - Professional Certificate
- Electrical 7-12 - Professional Certificate
- Nurse's Assisting 7-12 - Professional Certificate
- Ophthalmic Dispensing 7-12 - Professional Certificate
- Upholstering 7-12 - Professional Certificate

- Aviation Trades (Ground School Training) - Professional Certificate
- Cosmetology 7-12 - Professional Certificate
- Esthetics 7-12 - Professional Certificate
- Special Education - Professional Certificate
- Biology (Grades 5-9) - Professional Certificate
- Students With Disabilities (Birth - Grade 2) - Initial Certificate
- Speech And Language Disabilities - Initial Certificate
- Early Childhood Education (Birth-Grade 2) - Initial Certificate
- Technology Education - Initial Certificate
- Music - Initial Reissuance
- Students With Disabilities - Grades 7-12 - Generalist - Professional Certificate
- Students With Disabilities (Birth - Grade 2) - Professional Certificate
- Music - Professional Certificate
- English Language Arts (Grades 5-9) - Initial Certificate
- Visual Arts - Initial Certificate
- Family And Consumer Sciences - Initial Certificate
- Chairman of Library Department - Initial Certificate
- Director of Community Relations - Initial Certificate
- Power Plant Maintenance & Repair 7-12 - Initial Certificate
- Computer Aided Drafting (Cad) 7-12 - Initial Certificate
- Professional Photography 7-12 - Initial Certificate
- Carpentry 7-12 - Initial Certificate
- Masonry 7-12 - Initial Certificate
- Plumbing 7-12 - Initial Certificate
- Nurse's Assisting 7-12 - Initial Certificate
- Business (Cte) 7-12 - Initial Certificate
- Chemistry 7-12 - Initial Certificate
- Physics 7-12 - Initial Certificate
- Sciences (All) - Initial Certificate
- **Biology & General Science 7-12 - Initial Certificate**
- Generalist In Middle Childhood Education (Grades 5-9) - Initial Certificate
- Health Education - Initial Reissuance
- Students With Disabilities - Grades 7-12 - Mathematics - Initial Reissuance
- Textile & Design Cluster 7-12 - Initial Reissuance
- Computer Forensics 7-12 - Initial Reissuance
- Teacher Education And Training 7-12 (Cte) - Initial Reissuance
- Ground Support Operations 7-12 - Initial Reissuance
- Electrical 7-12 - Initial Reissuance
- Motorcycle, Marine, & Outdoor Power Equipment 7-12 - Initial Reissuance
- Medical Assisting 7-12 - Initial Reissuance
- Animal Science 7-12 - Initial Reissuance
- Ophthalmic Dispensing 7-12 - Initial Reissuance

- Warehousing 7-12 - Initial Reissuance
- Personal Trainer Assisting 7-12 - Initial Reissuance
- Pharmacy Assisting 7-12 - Initial Reissuance
- Avionics 7-12 - Initial Reissuance
- Aviation Trades (Ground School Training) - Initial Reissuance
- Cosmetology 7-12 - Initial Reissuance
- Early Childhood Development and Learning 7-12 - Initial Reissuance
- Biology, Chemistry and General Science In The Public Junior High - Initial Reissuance
- Generalist In Middle Childhood Education (Grades 5-9) - Initial Reissuance
- Social Studies (Grades 5-9) - Professional Certificate
- Mathematics 7-12 - Professional Certificate
- Pre Kindergarten, Kindergarten And Grades 1-6 - Professional Certificate
- Students With Disabilities - Grades 7-12 - Social Studies - Professional Certificate
- Electrical-Electronic Technology 7-12 - Professional Certificate
- Practical Nursing 7-12 - Professional Certificate
- Dance Music 7-12 - Professional Certificate
- Carpentry 7-12 - Professional Certificate
- Plumbing 7-12 - Professional Certificate
- Welding 7-12 - Professional Certificate
- Medical Assisting 7-12 - Professional Certificate
- Personal Trainer Assisting 7-12 - Professional Certificate
- Barbering 7-12 - Professional Certificate
- Emergency & Fire Management Services 7-12 - Professional Certificate
- Physics 7-12 - Professional Certificate
- Sciences (All) - Professional Certificate
- Earth Science (Grades 5-9) - Professional Certificate
- Students With Disabilities - Grades 5-9 - Concentration In Biology - Professional Certificate

CUNY Advanced Certification Programs Leading to a Bilingual Education Extension

Brooklyn College Advanced Certificate in Bilingual Education Program Requirements

- CBSE 7350T Bilingual and Multicultural Education
- CBSE 7351T Methods and Research in Teaching English Language Arts to Emergent Bilingual Students
- CBSE 7353T Biliteracy and Content Instruction
- CBSE 7355T Mathematics, Science, and Technology for Linguistically Diverse Students
- PRLS 7145X Bilingualism: Characteristics and Practices

City College Bilingual Extension Program Requirements

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- EDCE 2600C - Linguistics for Teachers
- EDCE 5300C - Theories, Policies, and Programs for Emergent Bilingual Students
- EDCE 5700C - Multi-Cultural Education
- EDCE 6400C - Teaching Content Math, Science, Social Studies with Language Arts in English and an Additional Language

Complete at least 1 of the following Courses:

- EDCE 5202C - Teaching Language Arts in Spanish to Multilingual Students
- EDCE 5203C - Teaching Language Arts & Reading To Bilingual-Bicultural Students (Haitian)
- EDCE 5204C - Teaching Language Arts in Chinese to Multilingual Students.

Hunter College Advanced Certificate in Bilingual Education

Complete ALL of the following Courses:

- BILED 70100 - Foundations of Bilingual Education
- BILED 75500 - Bilingual Development, Assessment, and Instruction
- BILED 77900 - Multicultural Education

AND one of the following pairs of classes

- BILED 71100 - Bilingual Literacies - Spanish (KC)
- BILED 77800 - Instruction through the Native Language

Or

- BILED 71100 - Bilingual Literacies - French (KC)
- BILED 77800 - Instruction through the Native Language- French

Or

- BILED 71300 - Bilingual Literacy - Chinese (KC)
- BILED 76900 - Instruction through the Native Language - Chinese

Lehman College Advanced Certificate Requirements

Grades 5-12

- ESC 757 - Linguistics for TESOL/Bilingual Teachers
- ESC 759 - Foundations of Bilingual/Bicultural Education
- ESC 761 - Teaching English as a New Language, grades 5-12

- ESC 763 - Teaching Secondary Bilingual Language Arts and Content Literacy

Grades Birth-6

Complete ALL of the following Courses:

- EDC 709 - Multilingualism in the Classroom, Birth to Grade 6
OR EDE 709 - Multilingualism in the Classroom Birth to Grade 6
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
OR EDE 727 - Teaching English as a New Language, Grades 1 to 6)
- EDC 738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
OR EDE 738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings:
Grades 1 to 6
- EDC 739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood
Settings, Birth to Grade 2
OR EDE 739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood
Settings, Grades 1 to 6

Queens College Advanced Certificate Program Requirements:

The Extension in Bilingual Education consists of five courses (15 credits). To continue in the program, students must maintain a B average and receive no grade lower than B- in any course.

Required Courses

- EECE 761 Foundations of Bilingual Education and Bilingualism (3 cr.)
- EECE 763 Developing Language and Literacy in the Home Language (3 cr.)
- EECE 764 Instruction and Assessment Across the Content Areas for Bilingual Learners (3 cr.)
- EECE 766 Educational Linguistics and Psycholinguistics (3 cr.)
- EECE 767 Pedagogical Practices in the Multilingual Classroom (3 cr.)

iii. Sociolinguistics or Psycholinguistics

**"Sociolinguistics is the study of language as it relates to social and cultural context.
Psycholinguistics is the study of psychological factors influencing language."**

Included course to fulfill this requirement

ENG 375: English Sociolinguistics

Description

The major geographical, stylistic, and social dialects of English. Special attention to bilingualism, ethnic varieties (including Black English, Irish English, Puerto Rican English and Yiddish English), women's speech and other small-group uses of English, their social status and effects on mobility.

HUM 219: Introduction to Second Language Acquisition

Description

This course provides an introduction to second language acquisition. Issues to be examined include: the role of the first language; psychological aspects; sociolinguistic aspects; and such socio-educational aspects as bilingualism, and immersion of second language acquisition. These issues will be discussed in terms of theoretical models of second language learning. Students will also be introduced to research methodology employed in second language studies.

Courses suggested by faculty in the Department of WLLH that do not fulfill the requirement

HUM 202: Introduction to Linguistics

Description

Practical introduction to general and historical linguistics.

HUM 210: Language Development

Description

This course considers the stages of first language acquisition in developing children. Students will explore the dominant theories of language acquisition, including sociolinguistic, psycholinguistic, and behavioral. The relationship between orality and literacy and between bi-dialectalism, and bilingualism will also be investigated.

**NYSED Program Specific Requirements for Bilingual Education Extension
ii multicultural perspectives in education**

"Cultural Perspectives: Acceptable courses are those which provide a linguistic, cultural or historic view of a regional, national or ethnic group whose language is not English. Examples include courses with titles such as 'language and culture of', 'civilization of', and 'history and culture' of any regional, national, or ethnic group whose language is not English, and 'cultural anthropology'"

CHIN 201 - Chinese Language and Culture

Description

This course focuses on reading, writing and analytical skills to strengthen students' ability to understand, speak, read, and write Mandarin Chinese beyond the intermediate level. Students learn to read and comprehend a variety of texts from Chinese articles, improve their ability to read Chinese texts and analyze the content of the articles, and write creatively and professionally in Chinese. The class will be conducted exclusively in Chinese.

CLDV 201 - Cultures and Societies of the World: Africa, Latin America and the Caribbean

Description

Study of the major post WW II demographic, geo-political and societal changes in Africa, Latin America and the Caribbean. An investigation of the cultures and traditions from the pre-discovery and colonization and independence period up to the 1930's. An assessment of contemporary cultural values, beliefs, mores, religion and family structure. The impact of urbanization and industrialization on gender, race and class. An introduction to literary and artistic expressions and contributions.

CLDV 202 - Cultures and Societies of the World: The Far East and South East Asia

Description

Study of the major post WW II demographic, geo-political and societal changes in China, Japan, Korea and other Southeast Asian nations. Historical and philosophical traditions including Buddhism and Confucianism and the impact of Western philosophy in traditional thought. An assessment of contemporary cultural values, beliefs, mores, religion and family structure. The impact of urbanization and industrialization on gender, race and class. An introduction to literary and artistic expressions and contributions.

CLDV 203 - Cultures and Societies of the World: Asia and the Middle East

Description

Study of the major post WWII demographic, geo-political and societal

changes in India, Pakistan, Bangladesh and the Middle East.
Exploration of the philosophical, historical origins and development of the regions, with emphasis on Hinduism, Islam, Buddhism and other religious traditions. Consideration of contemporary cultural values, beliefs, mores, religions and family structure. The impact of urbanization and industrialization on caste, gender, race and class. An introduction to literary and artistic expressions and contributions.

FREN 382 - Haitian Culture & Civilization

A course comparing Haitian with other French-speaking cultures of the Caribbean; emphasis on the Haitian Revolution and the role of Haiti as a Pan-African inspirational phenomenon.

HUM 272 - The Latino Experience in the U.S.

Introduction to the history, literature, ethnicity, culture and socioeconomicies of Latinos in the U.S.

SPAN 213 - Latino Cultures in the U.S.

This course provides an overview of the presence of the Latino community in the United States from the colonial period to the present. Special attention is given to its diverse heterogeneous composition; migratory trends throughout the Twentieth century; main socio-economic, linguistic and cultural features of each Latino group; major contributions of the Latino population to the Anglo society. This course will be taught in Spanish.

SPAN 210 - Spanish Linguistics

Description

This course will provide students with an overview of the major branches of Spanish linguistics and phonetics. The course will include morphology, phonology, semantics, historical linguistics and geographic variants. Course will be conducted in Spanish.

WLIT 212 - Masterpieces of Spanish Literature in Translation

Description

Representative works from the origins of Spanish literature to the present. In this survey course students will read a selection of Spanish texts in translation from each major literary period or movement. Theories of translation will be examined. These texts will be studied within the context of the cultural milieu of the day as well as within a comparative framework. Texts will be related to contemporary works from European and American literary traditions. Issues of ethnicity and gender will also be explored throughout the course. This course may be offered as a face-to-face course or a hybrid course.

Appendix B: NYS Application for the Registration of Undergraduate Curricula/Programs Leading to an Extension



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Application for the Registration of New Graduate and Undergraduate Curricula/Programs Leading to an Initial Classroom Teaching Certificate, Extension or Annotation – Including Programs to be Offered in Distance Education Format

Important Information

1. Use this application if you are a New York State institution of higher education, holding an absolute charter from the NYS Board of Regents or permanent authority to award degrees, requesting registration of **a program leading to a teaching certificate**.
2. **Do not** use this application if you are requesting registration of:
 - Programs leading to certification in educational leadership or pupil personnel services titles
 - General academic programs, including those leading to credit-bearing certificates or advanced certificates
 - Programs preparing licensed professionals
 - Programs leading to doctoral level degrees
 - Proposals for revisions to existing registered programs (including title and curricular changes, etc.)
3. Program registration is based upon the standards found in the Regulations of the Commissioner of Education (8 NYCRR Chapter II). The Department registers individual curricula/programs rather than the institution, but the program registration process includes, in some instances, an assessment of institutional-level compliance with certain standards.
4. This application includes attestations/assurances, by the Chief Administrative or Academic Officer/Provost of the institution, on behalf of the institution, concerning the institution's compliance with statutory and regulatory requirements related to the standards for curricula/program registration and operation of higher education programs in New York State.
5. The Department will audit compliance with the standards and, if an institution is found to be out of compliance with any of the standards to which it attested compliance, that finding may lead to denial of: (1) re-registration of the program, pursuant to §52.1(l) of the Regulations of the Commissioner of Education, and (2) the ability of the institution to utilize attestations in future applications for program registration; and may warrant deregistration of the program.
6. Program proposals from SUNY and CUNY System institutions must be submitted to the Department by the System Administration. Contact the System Administration for information concerning relevant proposal submission requirements.

7. The Department reserves the right to request additional information and/or clarification of any information provided by the institution that may be necessary for the Department to make a registration decision concerning the proposed program.

Submission Instructions

Applications for program registration will be accepted in **electronic format only** via the instructions below. Hard copy applications will not be accepted, reviewed or retained by the Department.

1. Create a single PDF document that includes the following documents:
 - The completed Application for the Registration of New Graduate and Undergraduate Curricula/Programs in teacher education, with all required signatures included;
 - A request for a Master Plan Amendment and associated information and materials that may be required concerning this program proposal (see below); and
 - An external review of the proposed program when required (see below).
2. Attach the single PDF document to an e-mail.
3. Send the e-mail (with the attachment) to OCUEedApps@nysed.gov .
4. The subject line of the email should include the institution's name, the degree award and the program title. For example:

Subject: ABC College, M.S. Adolescence Education Biology 7-12

Master Plan Amendments

If this program proposal requires a Master Plan Amendment, additional information and materials related to that request will be required. Please visit the Department's web site for information on [Master Plan Amendments](#) to determine if a Master Plan Amendment is required for this program proposal and to access the Master Plan Amendment Supplement.

External Review

If this program proposal requires an external review, additional information and materials related to that request will be required. Please refer to the Department's website for information about when an [external review](#) of a proposed program is required. If an external review is required, it must be submitted with the program registration application.

General Information

Institution (Legal Name)	Institution Code
York College	
Proposed Program Title	Degree/Award (See 3.50 Registered Degrees)
Certificate in Bilingual Education	Certificate
Address of Any Campus Where the Proposed Program Will Be Offered (main and/or branch campuses)	Full-time or Part-time ¹
York College, CUNY 94-20 Guy Brewer Blvd Jamaica, NY 11451	Full-time
Program Format: Please note some formats indicate the entire program can be completed in that format, i.e. "evening" indicates the entire program can be completed in the evening. See http://www.nysesd.gov/college-university-evaluation/format-definitions for more information.	HEGIS Code
Standard	
Certification Titles (include any extensions and annotations sought)	Certification Level(s)
Bilingual Extension	Initial or Professional
Joint Registration IHE (if applicable)	Total Number of Credits

¹ Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information about full and part time study. Only programs meeting the definition of full-time under §145-2.1 can be registered as eligible for financial aid under NYS's Tuition Assistance Program (TAP). Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

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Lead Contact [First Name, Last Name, Title]	Telephone Number
Leslie, Keiler, Department Chair	718-262-2450
Email Address	
LKeiler@york.cuny.edu	

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Regulations of the Commissioner of Education and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.²

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b) and §52.21(b)(2)(i) and (ii) relating to faculty, including those pertaining to field experiences, student teaching and mentoring teacher of record.³

That all curriculum and courses are offered, and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2).

That, consistent with §52.2(e), overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), and, that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2), the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state statute, the Rules of the Board of Regents and the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date

² The Department reserves the right to request these data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

³ Please review all of the requirements concerning faculty for teacher education programs found in §52.21(b)(2) to ensure compliance.

Type or print the name and title of signatory

Phone Number

Program Description, Objectives and Targets

Program Description

Department Expectation: Provide the program description as it will appear in the institution's catalog and on the institution's webpage.

The Certificate in Bilingual Education will prepare candidates to teach Bilingual PreK-12 students in the field of their initial or professional NYSED certification and earn a NYSED Bilingual Extension to that certification. Program courses focus on sociolinguistics, K-12 students' language and cultural backgrounds, and the pedagogy required to support these students' literacy and content development across the curriculum through the medium of English and an additional language.

Program Objectives

Department Expectation: Identify the certification areas the program is designed to lead to.

Bilingual Extension

For Certificate and Advanced Certificate Programs List all associated registered degree programs to which credit will apply.
Include program Title, Degree and Code

Reminder: All courses in certificate and advanced certificate programs must be applicable to one or more registered degree programs at corresponding locations.

Title	Degree	Code
Biology (Teacher Education)	BS	24951
Chemistry (Teacher Education)	BS	24952
Earth Science 7-12	BS	24953
English (Teacher Education)	BA	24939
Health Education	BS	24957
History (Teacher Education)	BA	24941
Interdisc. Studies for Soc. Just. Child. Ed.	BS	24942
Mathematics (Teacher Education)	BS	24954

Mathematics/Teacher Education 5-9	BS	41631
Music Education PreK-12	BMus	42747
Physical Education	BS	24958

Program Targets - Department Expectation: Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. Note: Specific Department defined targets are not required for the registration of curricula. However, the Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets as they relate to program implementation.

Enrollment Projections

The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.

Year 1	Year 2	Year 3	Year 4	Year 5
10	20	30	30	30
Annual Retention Rate Target (%)		Target graduation rate (%)		Target Job Placement Rate (%)
80%		80%		80%

Curriculum and Course Information

Complete the relevant Program Schedule (Table A and/or Table B) in a manner consistent with §52.2(c) of the Regulations of the Commissioner

Table A: Undergraduate Program Schedule

- Indicate academic calendar type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term: 1		Credits per classification				Term: 2		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
Term credit total:						Term credit total:					
Term: 3		Credits per classification				Term: 4		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
						Culture perspective elective- see list below	3	X			varying
						Term credit total:					

Term: 5		Credits per classification				Term: 6		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
ENG 375- English Sociolinguistics	3	X			ENG 126 or ENG 200	EDUC 370A Methods of Teaching Home Language Arts to Multilingual Learners			X		EDUC 268
Or											
HUM 219: Introduction to Second Language Acquisition	3	X			ENG 125						
Term credit total:						Term credit total:					
Term: 7		Credits per classification				Term: 8		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
EDUC 378 Literacy for K-12 English Language Learners	3				EDUC 268 and EDUC 369 or 340	EDUC 379- Teaching Mathematics, Science and Social Studies 3 to English Language Learners (ELLs) K-12	3				EDUC 268 and EDUC 369 or 340

Term credit total:						Term credit total:			
Program Totals:	Credits: 15	Liberal Arts & Sciences: 6		Major:		Elective & Other:			

Cr:= credits

LAS = [Liberal Arts and Sciences](#) Maj = major requirement New = new course Prerequisite(s) = list prerequisite(s) for the noted courses

Culture perspective elective options

CHIN 201 - Chinese Language and Culture

CLDV 201 - Cultures and Societies of the World: Africa, Latin America and the Caribbean

CLDV 202 - Cultures and Societies of the World: The Far East and South East Asia

CLDV 203 - Cultures and Societies of the World: Asia and the Middle East

FREN 382 - Haitian Culture & Civilization

HUM 272 - The Latino Experience in the U.S.

SPAN 213 - Latino Cultures in the U.S.

SPAN 210 - Spanish Linguistics

WLIT 212 - Masterpieces of Spanish Literature in Translation

Table B: Graduate Program Schedule

- Indicate academic calendar type: Semester Quarter Trimester Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term:					Term:				
Course Number & Title		Credits	New	Prerequisite(s)	Course Number & Title		Credits	New	Prerequisite(s)

Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)

Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)
Term credit total:			
Term:			
Course Number & Title	Credits	New	Prerequisite(s)

Term credit total:					Term credit total:		
Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:							
Program Totals:	Credits:						
New = indicate if new course Prerequisite(s) = list prerequisite(s) for the noted course							

Program Admission Requirements

List all program admission criteria and provide the program's checklist or other documentation the institution uses to verify these requirements are met. Be specific. This checklist may be pasted into the answer below. A minimum cumulative grade point average of 3.0 in the applicant's undergraduate program must be required for admission. Each program may exempt up to fifty percent of any incoming class of students from such selection criteria based on a student's demonstration of potential to positively contribute to the teaching profession.

Certificate in Bilingual Education

Admissions Requirements

Requirement	Date Met	Evidence Provided*
Fluency in English		
Fluency in target language of K-12 students		
Undergraduate GPA of 3.0 or higher		
EDUC 268: Bilingual and English Language Learner (ELL) Education		
Enrollment in an Initial Teacher Certification program or possession of an Initial or Professional Teacher Certification		

*Evidence can include transcripts, NYSED Seal of Biliteracy, test scores, employment with fluency requirements, etc.

Identifying Program Coursework Requirements

Go to <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet.

Meeting the Content Core Requirement for a Major or Concentration

List the liberal arts and sciences majors or concentrations that meet the content core requirements. If the program leads to more than one certificate title, as in Adolescent Education, clearly associate the major the institution will accept for each certificate title. If the certificate area requires study beyond the major explain how the required study will be met. (i.e. Teaching Students with Disabilities 7-12 Generalist)

Meeting the Content Requirements for Generalist Certificate Titles

For programs leading to a generalist certificate in **Early Childhood Education; Childhood Education; Generalist in Middle Childhood Education; Students with Disabilities (Birth-Grade 2) and (Grades 1-6); Deaf and Hard of Hearing; and Blind and Visually Impaired**, the program must ensure that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the generalist curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; world languages; mathematics, science and technology; and social studies. By checking each box below the college attests that program candidates are prepared with knowledge, understanding, and skills in the following curricula. Institutions must be prepared to identify the courses in the program or those required for admission that prepare the candidate for teaching to the State learning standards in each area.

<input type="checkbox"/> the arts	<input type="checkbox"/> health, physical education and family and consumer sciences	<input type="checkbox"/> science and technology
<input type="checkbox"/> career development and occupational studies	<input type="checkbox"/> world languages	<input type="checkbox"/> social studies
<input type="checkbox"/> English language arts	<input type="checkbox"/> mathematics	

Pedagogical Core Requirements for both Undergraduate and Graduate Programs

Pedagogical Core Course Table

The Pedagogical Core Courses Table is designed to illustrate how the pedagogical course work in the proposed program meets the pedagogical core requirements outlined in Commissioner's Regulations Section 52.21 for program registration. It can be used for a program leading to a single certificate or to multiple classroom teaching certificates. The Department reviews this table to ensure that the pedagogical requirements of Commissioner's Regulations have been met.

Step 1: LISTING PEDAGOGICAL COURSES

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

Step 2: IDENTIFYING CERTIFICATION AREA CODES

Use the Certification Area Code/s listed below to identify the teaching certification area/s the program leads to. Insert the associated certification area code/s (01-24) in the Program-Specific PCR Cert code column/s. For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Program-Specific PCR Cert Code columns.

Certification Area Codes (Cert codes)

01. Early Childhood Education (B-2)	15. Library Media Specialist (all grades)
02. Childhood Education (1-6)	16. Educational Technology Specialist (all grades)
03. Middle Childhood Education (5-9)	17. Bilingual Education Extensions*
04. Adolescence Education (7-12)	18. Bilingual Education Extensions**

<p>05. Teaching a Special Subject (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)</p> <p>06. Teaching Students with Disabilities in Early Childhood and Childhood (B-2 or 1-6)</p> <p>07. Teaching Students with Disabilities 7-12 Generalist</p> <p>08. Teaching Students Who are Deaf or Hard-of-Hearing (all grades)</p> <p>09. Teaching Students Who are Blind or Visually Impaired (all grades)</p> <p>10. Teaching Students with Speech and Language Disabilities (all grades)</p> <p>11. Teaching English to Speakers of Other Languages (all grades)</p> <p>12. Literacy (B-6) or (5-12)</p> <p>13. Teaching the Career Field of Agriculture or Business and Marketing (all grades)</p> <p>14. Teaching a Specific Career and Technical Subject (7-12)</p>	<p>19. Grades 5 and 6 Subject Area Extensions</p> <p>20. Grades 7 through 9 Subject Area Extensions</p> <p>21. Gifted Education Extensions</p> <p>22. Coordination of Work-based Learning Programs Extensions</p> <p>23. Teaching Students with Disabilities 7-12 Subject Area Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; and Language other than English</p> <p>24. Annotations for Teaching Students with Severe or Multiple Disabilities for Teachers of SWD in B-2, 1-6, 5-9 and 7-12 Generalist; Students Who are Deaf or Hard of Hearing; Blind or Visually Impaired; or With Speech and Language Disabilities</p> <p>* Bilingual education extensions for all except for library media specialist and educational technology specialist.</p> <p>** Bilingual education extensions for library media specialist and educational technology specialist.</p>
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Step 3: IDENTIFYING GENERAL AND PROGRAM SPECIFIC REQUIREMENTS MET BY COURSE WORK

Go to <http://www.highered.nysesd.gov/ocue/aipr/PedagogicalCore.html> and click the link for the Certification Area Code that the proposed program will lead to. Review the program requirements identified on the certification area code sheet. Pedagogical core requirements are listed as either General or Program-Specific. Each requirement is identified by a Roman numeral. Identify the General and Program-Specific Pedagogical Core Requirements that are addressed by each course. Complete the chart by entering the associated Roman numeral of the

identified requirement into the General or Program-Specific PCR column in the row of the course that meets that requirement. Additional instructions can be found in the power point at: <http://www.highered.nysesd.gov/ocue/aipr/documents/pedcoreinstruct.pdf>.

NOTE: The Roman numerals listed in the Certification Area Code sheets reflect general and program specific regulatory requirements for each certificate title. These Roman numerals will not always align with the Roman numerals in Commissioner's Regulations Section 52.21. To complete the Pedagogical Core Courses Table, use the Roman numerals listed on the Certification Area Code sheets.

Pedagogical Core Courses Table

Course Number and Title	Credit Hours	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Cert Code	Cert Code	Cert Code	Cert Code
EDUC 370A Methods of Teaching Home Language Arts to Multilingual Learners	3	R	Zena Cooper Fulltime	17	i	ii	v	
EDUC 378 Advanced Sociolinguistics: Literacy for K-12 English Language Learners	3	R	Zena Cooper Fulltime	17	i	ii	iii	iv
EDUC 379- Teaching Mathematics, Science and Social Studies 3 to English Language Learners (ELLs) K-12	3	R	David Panigua Part-time	17	i	ii	vi	
The courses below are not pedagogy. They meet the linguistics and culture requirements.								
ENG 375- English Sociolinguistics or	3	R	Matthew Garley Fulltime	17	i	ii	iii	
	3	R						

Course Number and Title	Credit Hours	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Cert Code	Cert Code	Cert Code	Cert Code

**Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.*

Pedagogical Core Course Descriptions

*In the space below, identify all pedagogical courses within the program, identify the new courses, list each course number and title, and provide a description of each pedagogical course for this program as it appears or will appear in the college catalog. Each course that has been identified in the Pedagogical Core Course Table must be identified below and have a course description which reflects alignment with the regulatory requirements. *In addition to the course descriptions identified below, submit syllabi for each new course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades*

Course Number	Course Title	Check if this is a <u>new</u> course	Course description
EDUC 370A	Methods of Teaching Home Language Arts to Multilingual Learners	X	This course prepares candidates who plan on teaching in multilingual contexts in English and their students' home language in an environment that celebrates the myriad of identities in the classroom. Innovative pedagogical approaches to literacy development will use the science of reading and key theories to develop multiliteracy with an emphasis on the home language. A particular focus will be on the key linguistic systems in the home language and its interplay with other languages. Candidates will investigate the cognitive, social, and academic benefits of maintaining and developing a home language to promote equity in the classroom. Laboratory sections will be conducted in specific home languages. Field Work Required. 3 Credits 2 hours lecture & 2 hours laboratory
EDUC 378	Literacy for K-12 English Language Learners		This course focuses on the examination of the theory, research and practices that affect reading and writing for speakers of English as a Second Language. Based on current theory, practices, and researched-based skills and knowledge about instructional strategies, socio-linguistic and literacy pedagogical practices will be examined, explored and developed for K-12 English Language Learners (ELLs). Field Work Required. 3 credits: 3 hours

Pedagogical Core Course Descriptions

*In the space below, identify all pedagogical courses within the program, identify the new courses, list each course number and title, and provide a description of each pedagogical course for this program as it appears or will appear in the college catalog. Each course that has been identified in the Pedagogical Core Course Table must be identified below and have a course description which reflects alignment with the regulatory requirements. *In addition to the course descriptions identified below, submit syllabi for each new course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades*

Course Number	Course Title	Check if this is a <u>new</u> course	Course description
EDUC 379	Teaching Mathematics, Science and Social Studies 3 to English Language Learners (ELLs) K-12		This course focuses on the examination of the theory, research, and practices that affect math, science and social studies instruction for K-12 English Language Learners (ELLs). It will focus on building teacher background and knowledge of the content needs of ELLs in the math, science and social studies classroom to make these content area subjects accessible to ELLs at all grade levels, K-12. It will also focus on the methods and strategies for teaching math, science and social studies to ELLs, material adaptation, assessment accommodations for teaching ELLs in content classrooms, and the implementation of research-based instructional strategies, interventions and assessment practices aligned to support K-12 ELL in content learning. Field Work Required 3 credits: 3 hours

Graduate Programs Seeking to Waive General Pedagogical Core Requirements

Graduate level programs that require prior teacher certification for admission and prepare candidates for a second certificate can waive general pedagogical core requirements if the institution determines the requirement was met in a previous teacher preparation program. If proposing to waive such requirements, explain how the institution determines it was met prior to program admission and a checklist used to identify candidates' prior coursework that meets the requirement.

Field Experiences and Student Teaching

Field Experiences <i>Complete the chart below for courses that require field experience.</i>			
Course Number and Title	Instructor	Grade Level	Clock Hours
EDUC 370A: Methods of Teaching Home Language Arts to Multilingual Learners	Zena Cooper Fulltime	K-12	15
EDUC 378 Literacy for K-12 English Language Learners	Zena Cooper Fulltime	K-12	<u>15</u>
EDUC 379- Teaching Mathematics, Science and Social Studies 3 to English Language Learners (ELLs) K-12	David Panigua Part-time	K-12	20

College Supervised Student Teaching Experiences <i>Complete the chart below for courses that require College supervised student teaching experiences.</i>			
Course Number and Title	Instructor	Grade Level	Number of Full School Days

Faculty Information

Existing Core Faculty

Department Expectations: Identify the faculty members responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. Identify the program director.

Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulations and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.

Note: Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.

Faculty Member Name, Title, and Rank	Courses to be taught. Include number and Title	Full-time or Part-time; if Full-time identify % of time to the program	List All Earned Degrees & Disciplines (include College/University). Disciplines must be identified.	List additional qualifications that demonstrate special competence in the field relative to the specific program. (certifications/licenses; professional experience; scholarly contributions, etc.)
Zena Cooper Clinical Professor Bilingual Program Director	EDUC 370A: Methods of Teaching Home Language Arts to Multilingual Learners EDUC 378 Literacy for K-12 English Language Learners	Full-time 25%	BA Spanish/Hispanic Caribbean Studies- Rutgers University MA Bilingual Education- Teachers College, Columbia University In progress: EdD Instructional Leadership- Hunter College, CUNY	NYSED certification in Bilingual Education with NYCDOE Bilingual Education teaching experience, taught Bilingual Education courses at community college, supervises student

Existing Core Faculty

Department Expectations: Identify the faculty members responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. Identify the program director.

Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulations and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.

Note: Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.

				teachers in Bilingual Education
David Panigua Adjunct Lecturer	EDUC 379- Teaching Mathematics, Science and Social Studies 3 to English Language Learners (ELLs) K-12	Part-time	BA Spanish /Bilingual Childhood Education- York College, CUNY MA Teaching English as a Second or Other Language- Grand Canyon University MA School Building and School District Leadership- St. John's University	NYSED certification in Childhood education with a Bilingual extension, Bilingual Teacher in NYCDOE elementary school, former Bilingual Paraprofessional and Bilingual Pupil Services Intern in the NYCDOE

Existing Core Faculty

Department Expectations: Identify the faculty members responsible for setting the curricular objectives, teaching program courses, advising students, and determining the means by which program and course objectives are measured. Identify the program director.

Core faculty members must meet minimum academic qualifications as identified in Part 52.2(b) of regulations and be of sufficient depth and breadth to provide leadership, direction, and discharge other responsibilities critical to the start-up of the program.

Note: Faculty curricula vitae or resumes should not be attached to this application and should only be provided if specifically requested by the Department.

Faculty to be Hired

Department Expectations: Identify the specific job title, courses to be taught, and qualifications for each position and the specific timeline by which the faculty member(s) will be hired. The job descriptions and minimum qualifications of faculty to be hired meet the meet minimum academic qualifications as identified in Part 52.2(b) of Commissioner's regulation. The date provided by which faculty to be hired will be in place must be clear and directly connected to when they are needed to discharge their responsibilities during program implementation. The Department reserves the right to request more information concerning recruitment and hiring of faculty to determine compliance with program registration standards.

Position Title, and Rank	Highest Earned Degree, Discipline, and additional qualifications	Courses to be taught	Date by which they will begin job duties
Adjunct Lecturer(s)	Fluency in language(s) other than English Bilingual Extension to NYSED certification Experience as a teacher in a bilingual classroom	EDUC 370A Methods of Teaching Home Language Arts to Multilingual Learners	Spring 2026

Faculty to be Hired

Department Expectations: Identify the specific job title, courses to be taught, and qualifications for each position and the specific timeline by which the faculty member(s) will be hired. The job descriptions and minimum qualifications of faculty to be hired meet the meet minimum academic qualifications as identified in Part 52.2(b) of Commissioner's regulation. The date provided by which faculty to be hired will be in place must be clear and directly connected to when they are needed to discharge their responsibilities during program implementation. The Department reserves the right to request more information concerning recruitment and hiring of faculty to determine compliance with program registration standards.

Appendix C: *Approved English Assessments for the NYSSB*

Approved English Assessments for the NYSSB

ENGLISH ASSESSMENT	MIN SCORE DEMONSTRATING INTERMEDIATE HIGH PROFICIENCY
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages - English	I-5
AP – Advanced Placement Examination* <ul style="list-style-type: none"> • AP English Language & Composition • AP English Literature & Composition 	3
IB – International Baccalaureate Examination* <ul style="list-style-type: none"> • IB English B • IB English A Literature • IB English A Language & Literature • IB English A Literature & Performance <p>IB Language courses are categorized as “A” for the student’s “best” language and “B” as a language other than the best language studied in school.</p> <p>IB courses and exams are categorized as Higher Level (HL) or Standard Level (SL). HL courses require 240 hours of instruction, while SL courses require 150 hours.</p>	4 (HL), 5 (SL)
STAMP4S - Standard Based Measurement of Proficiency - English	6
TOEFL - Test of English as a Foreign Language**	80

*The requested submission date for the End of Year Data Form with all completed criteria for each student is May 5th. Scores for assessments taken in the senior year, especially AP and IB exams, will often not arrive at the school until July. In these cases, the Seals and medallions for any candidates needing scores for such assessments will only be mailed once an amended End of Year Data Form is submitted by the Seal Coordinator to NYSED by no later than July 15th. Seal Coordinators are encouraged to plan out pathways to the NYSSB that will enable as many candidates as possible to complete all requirements prior to May 5th so that these students will have their Seals and medallions available for graduation ceremonies.

**The minimum required score on the TOEFL is available to be used as a point toward criterion 1D to students whose home language is other than English.

Checkpoint C World Language Assessments & Minimum Scores

(based on the upper proficiency level designated for each language group for Checkpoint C)

Completing one or one group of the examinations on the following three (3) pages will yield one (1) point towards the three (3) total points necessary on the criteria point system for demonstrating world language proficiency.

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<u>AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages</u>	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Russian	I-2
<u>ACTFL OPI & WPT for the Seal of Biliteracy</u>	Cat 1-2 Languages: Haitian Creole, Swahili	I-5
	Cat 3-4 Languages: Albanian, Amharic, Bangla, Bosnian, Bulgarian, Cantonese, Croatian, Dari, Gujarati, Hebrew, Hindi, Malayalam, Pashto, Polish, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba	I-2
<u>AP – Advanced Placement Examination</u>	Cat 1-2 Languages: French, German, Italian, Spanish* Cat 3-4 Languages: Japanese, Mandarin	4
<u>Avant STAMP4S & 3S Language Proficiency Tests- Standard Based Measurement of Proficiency</u>	Cat 1-2 Languages: French, German, Italian, Portuguese (Brazilian), Spanish	6
	Cat 3-4 Languages: Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin (Simplified and Traditional), Polish, Russian, Swahili, Yoruba	5
<u>Avant STAMP WorldSpeak (Speaking & Writing)</u>	Cat 1-2 Languages: Haitian Creole	I-5
	Cat 3-4 Languages: Amharic, Armenian, Cabo-Verdean, Chin (Hakha), Chuukese, Czech, Hawaiian ('Ōlelo Hawai'i), Hmong, Ilocano, Kannada, Marathi, Marshallese, Samoan, Somali Maay Maay, Somali Maxaa, Tagalog (Filipino), Tamil, Telugu, Turkish, Ukrainian, Urdu, Vietnamese, Yup'ik, Zomi	I-2
<u>DELE (Diplomas of Spanish as a Foreign Language)</u>	Spanish	B1
<u>DELF (Diplôme d'Etudes en Langue Française)</u>	French	B1
<u>Ellinomatheia</u>	Greek (modern)	B1
<u>Goethe-Zertifikat</u>	German	B1

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<u>IB - International Baccalaureate Examination**</u>	<u>IB Language B exams</u> Cat 1-2 Languages: Danish, Dutch, Finnish, French, German, Indonesian, Italian, Norwegian, Portuguese, Spanish, Swahili, Swedish Cat 3-4 Languages: Arabic, Cantonese, Hebrew, Hindi, Japanese, Korean, Mandarin, Russian	5 (Standard Level Exam) 4 (Higher Level Exam)
<u>SLPI: ASL – American Sign Language Proficiency Interview</u>	American Sign Language	Intermediate Plus
<u>Test of Chinese as a Foreign Language (TOCFL)</u>	Mandarin Chinese	See test vendor site for specific test

*Includes Spanish Language & Culture as well as Spanish Literature & Culture exams.

**Students may only take IB exams if they are enrolled in the corresponding course at an IB school. IB Literature A exams in world languages other than English, although much less common in NYS, are also available at schools who provide them. Such exams may also be used as a point toward criterion 2D.

In this section, students should take exams in as many modalities as available to qualify for Checkpoint C credit.

WORLD LANGUAGE ASSESSMENT	LANGUAGES AVAILABLE	MIN SCORE
<u>LPT – The ACTFL Listening Proficiency Test</u> (Listening)	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Language: Arabic, Japanese, Korean, Mandarin, Russian	I-2
<u>OPI – The ACTFL Oral Proficiency Interview</u> (Speaking)	Cat 1-2 Languages: Afrikaans, Danish, Dutch, Finnish, French, German, Haitian Creole, Indonesian, Italian, Norwegian, Portuguese (European), Romanian, Spanish, Swahili, Swedish	I-5
	Cat 3-4 Languages: Akan-Twi, Albanian, Algerian**, Amharic, Arabic (MSA), Armenian, Assyrian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chavacano, Chechen, Czech, Dari, Egyptian**, Ga, Georgian, Greek (Modern), Gujarati, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Igbo, Ilocano, Iraqi**, Japanese, Javanese, Jordanian**, Kazakh, Kikongo, Kinyarwanda, Korean, Krio, Kurdish, Lao, Lebanese**, Levantine**, Lingala, Malay, Malayalam, Mandarin, Mandingo-Bambara, Mongolian, Moroccan**, Nepali, Palestinian**, Pashto, Persian Farsi, Polish, Punjabi, Quechua, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Sudanese**, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Yemeni**, Yoruba, Zulu	I-2
<u>OPIc – Oral Proficiency Interview (computer)</u> Form 3 (Speaking)	Cat 1-2 Languages: French, German, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Languages: Arabic, Japanese, Korean, Mandarin, Pashto, Persian Farsi, Russian, Tagalog, Vietnamese	I-2
<u>RPT – The ACTFL Reading Proficiency Test</u> (Reading)	Cat 1-2 Languages: French, German, Indonesian, Italian, Portuguese, Spanish	I-5
	Cat 3-4 Language: Arabic, Japanese, Korean, Mandarin, Russian	I-2
<u>WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test</u> (Writing)	Cat 1-2 Languages Danish, Dutch, French, German, Haitian Creole, Italian, Portuguese, Spanish, Swahili, Swedish	I-5
	Cat 3-4 Languages Albanian, Amharic, Arabic, Armenian, Bangla/Bengali, Bosnian/Croatian, Bulgarian, Cantonese, Czech, Dari, Greek (Modern), Gujarati, Hebrew, Hindi, Japanese, Korean, Malayalam, Mandarin, Pashto, Persian Farsi, Polish, Russian, Serbo/Croatian, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Yoruba	I-2

*Various country-based variants of Arabic

**ILR (Interagency Language Roundtable) only

CLASSICAL LANGUAGE ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination in Latin	4
ALIRA – The ACTFL Latin Interpretive Reading Assessment	I-5
IB – International Baccalaureate Examination <ul style="list-style-type: none"> • Latin • Classical Greek 	5 (SL), 4 (HL)

Language	APP1	ALIRA	AP	Avant STAMP4S & 3S	DELE	DELF	Ellinomathia	Goethe Zertifikat	IB	SLPI: ASL	TOEFL	Avant STAMP WS (Speaking & Writing)	LPT* (Listening)	XOP1* (Speaking)	OP1/WPT Seal Bundle (Speaking & Writing)	OP1/C* (Speaking)	RPT* (Reading)	WPT/BWT* (Writing)
Iraqi															X***			
Italian	X		X	X					X				X	X		X	X	X
Japanese	X		X	X					X				X	X		X	X	X
Javanese														X				
Jordanian															X**			
Kannada														X				
Kazakh														X				
Kikongo														X				
Kinyarwanda														X				
Korean	X			X					X				X	X		X	X	X
Krio														X				
Kurdish														X				
Lao														X				
Latin		X	X						X									
Lebanese														X**				
Levantine														X**				
Lingala														X				
Malay														X				
Malayalam														X		X		
Mandarin	X		X	X					X	X			X	X		X	X	X
Mandingo-Bambara															X			
Marathi														X				
Marshallese														X				
Mongolian														X				
Moroccan														X**				
Nepali														X				
Norwegian									X					X				
Palestinian														X**				
Pashto														X	X	X		X
Persian Farsi														X		X		X
Polish			X											X	X			X
Portuguese	X			X					X				X	X		X	X	X
Punjabi														X				
Quechua														X				
Romanian														X				
Russian	X			X					X				X	X		X	X	X
Samoan										X								
Serbo/Croatian														X				X
Sindhi														X				
Sinhalese														X				
Slovak														X				
Somali														X***		X		
Spanish	X		X	X	X				X				X	X		X	X	X
Sudanese														X**				
Swahili									X				X	X	X			X
Swedish									X					X				X
Tagalog (Filipino)														X	X	X	X	X

*Exams marked with an asterisk do not test all modalities (speaking, listening, reading, writing). Students should take exams in as many modalities as possible to qualify for a point for criterion 2D. When a language has exams available in less than all modalities, the student should take exams in as many modalities as possible. For instance, a student who wishes to earn the NYSSB in Romanian can earn a point for criterion 2D by taking only the OPI, as that is the only exam available in Romanian. If an exam exists in all modalities for the language in which the student is pursuing the NYSSB, then the student must take the exam that exists in all modalities.

**ILR (Interagency Language Roundtable) only

*** The Avant STAMP WorldSpeak exam is available in both Somali Maay Maay and Somali Maxaa.

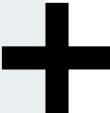
Bilingual Education Certificate

Department of Teacher
Education at York College



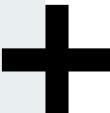
Support from the CUNY Dean of Education

“I write to share my enthusiastic support for the curricular materials shared by the Teacher Education department for new and reimaged courses, with the goal of creating clearly articulated academic progression for students striving to become Bilingual Education teachers. Their proposal addresses one of the deepest needs facing our city’s public schools while bolstering the career prospects of York College graduates.”



What is a Bilingual Extension?

- Teachers earn an initial or professional certificate from New York State Education Department (NYSED) in their main subject area/target age group (e.g. Childhood Education grades 1-6, Mathematics grades 5-9, Music grades PreK-12)
- NYSED offers a range of Extensions that are possible to add to that initial/professional certificate (e.g. additional grades, Students with Disabilities, Gifted Education, Bilingual Education)
- Extensions expand the pedagogical and content expertise represented by the initial/professional certificate to new groups of students with specific competencies established by NYSED and assessed with a certification exam



Why a Bilingual Education Certificate at York College?

- Teachers can add an Extension by completing a NYSED approved program or Individual Evaluation, submitting transcripts directly to NYSED
- York Department of Teacher Education has offered courses that would enable teachers to go through Individual Evaluation without recruitment success
- An approved program at York College will facilitate recruitment and ensure that candidates receive their Extensions from the state



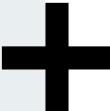
Program Admissions Requirements

Certification

- 1) Current PreK-12 New York State teaching certification (Initial or Professional) in a subject area allowable for adding a Bilingual Education Extension ***OR***
- 2) Admission to one of York's Teacher Education majors that allow the Bilingual Extension and completion of EDUC 268

Fluency in

- 1) English ***and***
- 2) The target language measured by the same criteria that New York State implements to award the Seal of Biliteracy



NYSED Program Specific Requirements for Bilingual Education Extension

Coursework- minimum of 12 credits covering the following:

- i. theories of bilingual education and bilingualism
- ii. multicultural perspectives in education
- iii. sociolinguistics and psycholinguistics
- iv. methods of teaching English language arts to bilingual English language learners
- v. methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English
- vi. methods of teaching other content appropriate to the teaching certificate to bilingual English language learners, using the native language and English, for meeting the State learning standards for students

Field Experiences:

- college-supervised field experiences of at least 50 clock hours in providing bilingual education, as appropriate to the teaching certificate.



Pre-requisites- foundational bilingual pedagogy

Required for program entry

- EDUC 268: Bilingual and English Language Learner (ELL) Education

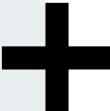
Required for Initial Certificate and course pre-requisites for EDUC 370A/378/379

PreK-12 and Secondary Programs

- EDUC 340: Literacy Instruction Inside Middle & Secondary Schools for English Only & English Language Learners

Childhood Programs

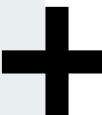
- EDUC 369: Early Language & Literacy for English Only and English Language Learners (EO & ELLs)
- EDUC 370: Content Literacy 2-6 English Only and English Language Learners (EO & ELLs)



5 Courses (15 credits) required for the Bilingual Education Certificate at York

- EDUC 370A Methods of Teaching Home Language Arts to Multilingual Learners- i,ii,v
- EDUC 378 Advanced Sociolinguistics: Literacy for K-12 English Language Learners - i,ii,iii,iv
- EDUC 379 Teaching Mathematics, Science and Social Studies 3 to English Language Learners (ELLs) K-12 - i,ii,vi
- ENG 375 English Sociolinguistics or HUM 219: Introduction to Second Language Acquisition - i,ii,iii
- Cultural Perspectives elective (see next slide) - ii

The Roman numerals indicate the NYSED program specific requirements and competencies addressed in each course (see slide 6).



Cultural Perspectives elective-

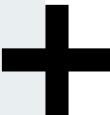
“Cultural Perspectives: Acceptable courses are those which provide a linguistic, cultural or historic view of a regional, national or ethnic group whose language is not English. Examples include courses with titles such as ‘language and culture of’, ‘civilization of’, and ‘history and culture of’ any regional, national, or ethnic group whose language is not English, and ‘cultural anthropology’”

- CHIN 201 - Chinese Language and Culture
- CLDV 201 - Cultures and Societies of the World: Africa, Latin America and the Caribbean
- CLDV 202 - Cultures and Societies of the World: The Far East and South East Asia
- CLDV 203 - Cultures and Societies of the World: Asia and the Middle East
- FREN 382 - Haitian Culture & Civilization
- HUM 272 - The Latino Experience in the U.S.
- SPAN 210- Spanish Linguistics
- SPAN 213 - Latino Cultures in the U.S.
- WLIT 212 - Masterpieces of Spanish Literature in Translation



Why there are no language courses required in the certificate

- NYSED does not include language courses in their list of 5 program requirements for the Bilingual Extension
- No other CUNY college includes language courses in their programs leading to the Bilingual Extension
- Applicants must demonstrate biliteracy by meeting the requirements for the NYSED Seal of Biliteracy in order to be admitted
- The BEA exam, required by NYSED in order to earn the Bilingual Extension, includes assessment of language competence



Bilingual Education Certificate Benefits

- To current/potential York undergrads - demonstrate value of being bilingual, increase employability upon graduation, facilitate participation in York's Bilingual Paraprofessional Upskilling Program
- York alumni - increase employment opportunities and potential pay grade
- York College - increase recruitment of bilingual undergraduates and current teachers into classes and programs
- CUNY - fill a gap in Bilingual Education at the undergraduate level
- New York Public Schools - increase the preparation of teachers to meet the needs of bilingual PreK-12 students



Department/Discipline	Contact Person
English	Melissa Dinsman

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	Administrative correction: ENG 273	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

This is an administrative correction to a Pathways proposal that passed the Senate in February 2025. The paperwork said ENG 271, when the correct course number is ENG 273. There are no other changes to the Pathways paperwork except for the number change from 271 to 273.

Department Curriculum Committee Approval

Signature	Date
<i>Melissa Dinsman</i>	3/17/25

Department Approval

Chairperson Signature	Date
<i>Jonathan E. Hall</i>	3/17/25

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
<i>Melissa Dinsman</i>	3/17/25

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 AV: Course Changes

FROM		TO	
Department	English/Journalism	Department	NC
Course [Prefix, #, title]	<u>ENG 271</u> : Introduction to the History of English	Course [Prefix, #, title]	<u>ENG 273</u> : Introduction to the History of English
Prerequisite(s)	ENG 125	Prerequisite(s)	NC
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 examines how English developed and changed throughout the Old English, Middle English, and Modern English periods. It emphasizes the spread of English language varieties around the globe, their contact with and relationship to other modern language varieties.	Catalogue Description	NC
Liberal Arts	[X] Yes [] No	Liberal Arts	NC
Course Attribute [WI]	N/A	Course Attribute	NC

General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
Effective		Effective	Fall 2026

Rationale:

This is an administrative change. ENG 273 was passed as a Pathways proposal by the Senate in February 2025. There was an error in the course number listed. Instead of ENG 273, the paperwork incorrectly stated ENG 271. This proposal simply notes that a correction is being made to the course number error. No other changes to the course are being made.

Assessment:

Is this an administrative change? **YES**

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.

Program Code: 35587