

**Minutes of
The Lehman College Senate Meeting
Wednesday, September 3, 2025
Senate Meeting**

Senators Present: Abi-Hanna, R.; Aisemberg, G.; Ali, T.; Ayalew, M.; Ba, K.; Barry, Ai.; Burton-Pye, B.; Campeanu, S.; Castellano, S.; Cheng, S.; Delgado, F.; Drame, S.; Dyantyi-Achi, G.; Fajardo, J.; Fera, J.; Finger, R.; Garcia, M.; Gonzalez, R.; Gonzalez, T.; Harrison, E.; Henriquez-Castillo, M.; Hsu, S.; Hurley, D.; Hyman, D.; Irvin, A.; Jimenez, M.; Locke, A.; Lopez, K.; Lora, E.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; McGovern, J.; Mohorcich, J.; Murphy, B.; Nisa, Z.; O'Boy, D.; O'Neil, C.; Oberlin, D.; Ohmer, S.; Ortega, B.; Owoaje, O.; Pantalone, D.; Pitts, W.; Prince, P.; Qafleshi, D.; Quinones, J.; Rosario, Y.; Ruiz, E.; Sanford, V.; Schlesinger, K.; Schwartz, D.; Silva-Puras, J.; Sofianos, E.; Stopler, M.; Toro, C.; Valentine, R.; Wang, E.; Waring, E.; White, A.; Williams, H.; Wright, J.; Zhong, M.

Senators Absent: Banks, R.; Barry, Al.; Barry, M.; Bell, R.; Brown, T.; Collier, A.; Denizard, C.; Denizard, R.; Di Raimo, S.; Gerry, C.; Keita, Y.; Kendall, K.; Kim, N.; Lancaster, G.; MacKenzie, J.; McKenna, C.; Palmer, C.; Rice, A.; Salami, F.; Stein Smith, S.; Sualah, R.

The meeting was called to order at 3:51 PM by President Fernando Delgado.

Dr. Delgado yielded the floor to the Chair of the Lehman College Senate, Professor Joseph Fera, who provided a brief overview of the functions, structure, and role of the Lehman College Senate.

See Attachment I

1. Action Items

a. Approval of the Minutes

There was a motion to approve the minutes, which was seconded. The minutes of the May 7, 2025, College Senate was approved by unanimous voice vote.

See Attachment II

b. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented a proposal for curriculum changes in the following departments: History; Management and Business Innovation Department; Finance, Information Systems, and Economics; and Biological Sciences. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on the proposals. All of the proposals were approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, October 15, 2025, at 1:00 PM via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 1:00 PM on the following dates: November 5, 2025; December 10, 2025; February 4, 2026; March 4, 2026; April 15, 2026; May 6, 2026.

c. Graduate Curriculum Committee

Ms. Takiyah Ali presented proposals for curriculum changes in the following departments: Early Childhood and Childhood Education, Social Work, and Speech-Language-Hearing-Sciences. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on all of the presented proposals. It was seconded. The proposals were approved by unanimous voice vote.

The next meeting was scheduled for Wednesday, September 10, 2025, at 11:00 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings are scheduled to occur on Wednesdays at 11:00 AM on the following dates: October 8, 2025; November 12, 2025; December 10, 2025; February 4, 2026; March 4, 2026; March 25, 2026; May 6, 2026.

See Attachment IV

70 **d. Governance Committee**

71 Professor Susan Markens reported on the following items:

72
73 (1) Governance Committee Faculty Vacancies

74 Professor Markens informed that there were three faculty vacancies on the
75 Governance Committee for a two-year term. She subsequently opened the
76 floor to nominations and there were three: (1) Professor Joseph Quiñones, (2)
77 Professor Sarah Ohmer, and (3) Professor Joseph Fera. There were no other
78 nominations from the floor. Professors Joseph Quiñones, Sarah Ohmer, and
79 Joseph Fera were elected by acclamation to serve on the Governance
80 Committee.

81
82 (2) Student Committee Vacancies

83 Professor Markens informed that, at this time, the Committee could not
84 present a slate of student nominees to serve on the College Senate Standing
85 Committees, as the Governance Committee had not been provided with the
86 list.

87
88 See Attachment V

89
90 Future meetings of the Governance Committee are TBD.

91
92 **2. Announcements and Communications**

93 **a. Report of the President—**

94 President Fernando Delgado provided the following updates to the College's
95 administration: (1) Dr. Wesley Pitts would continue on as the Interim Dean of the
96 School of Education; (2) Dr. David Pantalone would join as the new Dean of Natural
97 and Social Sciences; (3) Dr. Teresita Levy was appointed as the Associate Provost
98 for Experiential Learning and Industry Partnerships; (4) the College will launch
99 several executive searches—including a new HR Director, a new Dean of Education,
100 and a new VP for Administration and Finance; (5) Bethania Ortega will be serving

as the Interim Vice President for Finance and Administration; and (6) Rene Rotolo has retired from her position as the Assistant Vice President for Administration and Finance, but is continuing on in a limited role to assist with the repurposing of a bank building into student housing, which is located across from CUNY on the Concourse. Dr. Delgado elaborated that the building is pending approval from the Central Office but is expected to house about 200 of Lehman's new and returning students and will possibly include a medical practice for students to access. The College is also working with the developer and the company that runs the grocery store to provide residents with a fifteen percent discount card to purchase food.

Dr. Delgado acknowledged the construction on campus and informed that it was expected to last twenty-four to thirty-six months and will impact several buildings, including Shuster Hall, Fine Arts, and Music. He also informed that there is a pending project to replace grass fields with professional multi-purpose turf, to add bleachers, and to add lighting on the west side of campus, which is expected to have minimal impact on academics but may affect athletics during construction. Dr. Delgado communicated that funding has been secured from State and City sources, and that federal funding is in progress with significant support from Congressman Adriano Espaillat. In addition, Dr. Delgado affirmed that, although the project is not currently on CUNY's capital list, his top capital priority is securing \$15 million in pre-design funding for the second phase of the science complex. The plan involves the eventual takedown of the T3 building, but only after current renovations are complete and only after T3 is no longer needed as a temporary space. The new building would house the School of Natural and Social Sciences, provide a comprehensive home to move the School of Business, and free up space across campus for the other academic units, while fostering spaces for student-faculty collaboration.

b. Student Legislative Assembly—

Student Senator Ms. Munira Ayalew presented on behalf of the Chair of the Student Legislative Assembly (SLA), Ms. Mariama Barry. She relayed Ms. Barry's excitement to serve as the SLA Vice President and reported on the following events, activities, and updates of note: (1) the Office of Campus Life hosted a new student orientation on August 19, 2025 and August 20, 2025; (2) the Student Government Association (SGA) collaborated with the Office of Student Disability Services to host an accessibility fair; (3) special elections are ongoing, as voting will take place between September 15th through September 17th and calls for those interested to turn in their intention forms by September 12th and to visit <https://clubs.lehman.edu> for further details; lastly, (4) there will be a club fair on September 8th at 2:00 p.m., which will present students with the opportunity to engage with student organizations, student members, and activities.

3. **Reports of the Standing Committees–**

a. Assessment

There was no report.

Future meetings of the Assessment Committee are TBD.

b. Academic Freedom

There was no report.

The next meeting of the Academic Freedom Committee was scheduled for Friday, September 12, 2025, at 12:00 PM via Zoom.

c. Campus Life and Facilities

Professor Penny Prince reported on the September 3, 2025, meeting of the Campus Life and Facilities Committee. She highlighted a major topic of the meeting: concerns that the bookstore would no longer be a physical bookstore. Professor Prince shared the committee's belief that the campus should be

162 included in future discussions on how to reinvent that space. She also offered
163 some possibilities, such as selling more than just books. She listed merchandise
164 like combs, toothbrushes, candy bars, or sanitary napkins as examples. Professor
165 Prince also provided another alternative, which was to transform the space into a
166 room for poetry readings or a space where authors can present their work.

167
168 Professor Prince noted that she was Chair of the Reentry Committee—a
169 Committee separate from the Lehman College Senate—that welcomes and
170 supports those impacted by the criminal justice system. As a way to reflect the
171 importance of the program, she shared an email she received from someone
172 looking for a second chance. In addition, Professor Prince announced that the
173 Committee was reaching new heights, as not only would the Reentry Committee
174 gain an office in the T3 building, but that the Committee would have a ribbon-
175 cutting ceremony in October. She urged all interested in joining the Committee
176 to contact her via email.

177
178 See Attachment VI

179
180 The next meeting was scheduled for Wednesday, October 15, 2025, at 2:00 PM
181 via Zoom. Proceeding this date, the meetings of the Campus Life and Facilities
182 Committee are as follows: November 5, 2025; December 10, 2025.

183
184 **d. Library, Technology, and Telecommunications**

185 Mr. Steven Castellano brought announcements from the Library and the Division
186 of Information Technology.

187
188 See Attachment VII

189
190 The next meeting of the Library, Technology, and Telecommunications
191 Committee was scheduled for Wednesday, September 24, 2025, via Zoom.

193 **e. Equity, Inclusion, Accessibility, and Anti-Racism**

194 Ms. Takiyah Ali briefed the purpose and functions of the Equity, Inclusion,
195 Accessibility, and Anti-Racism Committee. She also relayed the Office of the
196 President's initiative to foster a more inclusive and equitable campus culture, as
197 well as highlighted the committee's objectives in relationship to the initiative.

198
199 See Attachment VIII

200
201
202 Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism
203 Committee are TBD.

204
205 **f. Admissions, Evaluation, and Academic Standards**

206 There was no report.

207
208 The next meeting of the Admissions, Evaluation, and Academic Standards
209 Committee was scheduled for Monday, September 29, 2025, at 3:00 PM via
210 Zoom.

211
212 **g. Budget and Long-Range Planning**

213 There was no report.

214
215 Future meetings of the Budget and Long-Range Planning Committee are TBD.

216
217 **h. University Faculty Senate Report**

218 Professor David Manier highlighted the following resolutions approved at the
219 May 6, 2025, University Faculty Senate (UFS): (1) Resolution to Convert the
220 Academic Affairs Advisory Committee into a Standing Committee of the UFS;
221 (2) Resolution on Converting the Inclusion, Diversity, Equity, and Access
222 Advisory Committee to a UFS Standing Committee; (3) Resolution on Shared
223 Governance and Information Technology; and (4) Resolution to Build a New

224 York State Alliance in Defense of Higher Education: Teaching, Research, and
225 Academic Freedom.

226

227 See Attachment IX

228

229 The next meeting was scheduled for Tuesday, September 16, 2025, at 6:30 PM.
230 Proceeding this date, University Faculty Senate meetings are scheduled to occur
231 on Tuesdays at 6:30 PM on the following dates: October 28, 2025; December 2,
232 2025; February 24, 2026; March 31, 2026; and May 5, 2026.

233

234 **Unfinished Business**

235

236 There was no unfinished business to report.

237

238 **New Business:**

239 There was no new business to report.

240

241 **ADJOURNMENT**

242 There was a motion to adjourn the meeting; it was seconded. The meeting was
243 adjourned at 5:34 PM

244

245 Respectfully submitted:

246

247 Cynthia Cessant

The Lehman College Senate

A Brief Overview



Functions of The Lehman College Senate

- Responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College.
- Has the power to make policy recommendations, and to review the implementation of policy concerning:
 - Academic Affairs
 - Long-range planning
 - Campus Life and Activities
 - Academic Freedom
- Subject to the Authority and ByLaws of the CUNY Board of Trustees



We Are A College Senate

SHARED
Governance

The Senate Has A Total of
102 Members:

- Students (34)
- Faculty (51)
- Non-Instructional Staff (5)
- Administrators (12)

We Need 52 Members Present To
Transact Business. This is
quorum.

All Meetings Are Open
Subject To NYS OML

The Senate Works Through Committee

- **Most** Senate work is done through committee. Working through committee allows for a thorough investigation of matters and an informed discussion on the floor.
- The Senate has **10** Standing Committees:

Governance	Budget & Long-Range Planning
Admissions, Evaluations, Academic Standards (CAEAS)	Library, Technology, and Telecommunications
Graduate Studies	Campus Life & Facilities
Undergraduate Curriculum	Academic Freedom
Assessment	Equity, Inclusion, Accessibility Anti-Racism



- There May Also Be Ad Hoc Committees

The Senate Is NOT A Rubber Stamp

Senate Meetings

- Senate Meets Once Per Month
- President Presides Over Meetings
- Agenda Includes Communications and Committee Reports
- Meeting Materials Available One Week Before Meeting
- **READ MATERIALS BEFOREHAND**



Rules of Order

- Governed by Senate ByLaws and College Governance Documents
- Defer to Robert's Rules of Order
- Parliamentarian Available
- Common Sense & An Informed, Engaged, Open Conversation Has Been Priority
- Ask Questions!





Contact Me:

Joseph Fera

joseph.fera@lehman.cuny.edu

Senate Meeting – 9/03/25

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on 5/07/25 (7/7) members in attendance: Lynn Rosenberg (Chair), Julie Maybee, Daniel Stuckhart, Douglas Oberlin, Rumarie Denizard (student), Amod Choudhary, Yuri Gorokhovich, Carmen Denizard (student), Yvette Rosario. Guest: Sophia Diamantis-Fry

1. History Department
 - History Teacher BA-Degree Requirements
2. Management and Business Innovation Department
 - BBA 303-Prerequisite
3. Finance, Information Systems and Economics Department
 - ECO 166-Course Attribute, Prerequisite
 - ECO 167-Course Attribute, Prerequisite
4. Biological Sciences Department
 - Biology BA-Degree Requirements
 - Biology B.S.-Degree Requirements

Informational items

Next meeting: 10/15/25 1:00 P.M Via Zoom

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF BIOLOGICAL SCIENCES

Curriculum Change

Name Of Program and Degree Award: Biology, B.A.

Hegis Number: 0401.00

Program Code: 25940

Effective Term: Fall 2025

1. **Type Of Change:** Degree Requirements

2. **From:**

Biology, BIMHSE-BA

This major sequence in Biology is appropriate only for students planning to teach in middle and high school. The required education sequence in middle and high school education must be completed for all students selecting this major in Biology.

Major Requirements-Overall

Type-Completion requirement

Earn at least 55 credits

Major Requirements – Required Courses

Type; Completion requirement

Fulfill ALL of the following requirements:

Biology

Earn at least 12 credits from the following:

			Credits
BIO 166	Principles of Biology: Cells and Genes		4
BIO 167	Principles of Biology: Organisms		4
BIO 238	Genetics		2

BIO 166 and BIO 167: Both courses count towards pathways general education requirements. Both are prerequisites to all other biology courses at the 200-level or higher.

Physics

~~Earn at least 5 credits from the following:~~

		Credits
PHY 166	General Physics I	5

Chemistry

Complete ALL of the following Courses:

		Credits
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2

Mathematics:

Earn at least 3 credits from the following:

		Credits
MAT 128	Foundations of Data Science	3

At least 18 credits in advanced biology courses from 3 Areas:

Cellular Biology

Complete at least 1 of the following Courses:

		Credits
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Lab	2

BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 331	Experimental Microbiology	4
BIO 338	Human Genetics	4
BIO 350	Introduction to Immunology	2
BIO 400	Biological Chemistry	4
BIO 406	Cancer and Cellular Differentiation	3
BIO 415	Medical Microbiology	2
BIO 420	Molecular Biology	4
BIO 465	Microbial Physiology and Genetics	4

Organismic Biology

Complete at least 1 of the following Courses:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy of Vertebrates	4
BIO 270	Invertebrate Zoology	3
BIO 330	Plant Physiology	4
BIO 333	Endocrine Physiology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 431	Comparative Animal Physiology	4

BIO 435	Neurophysiology	3
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Population Biology

Complete at least 1 of the following Courses:

		Credits
BIO 241	Evolution, Species, and Biogeography	3
BIO 251	Introduction to Ecological Environmentalism	2
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2

3. To:

Biology, BIMHSE-BA

This major sequence in Biology is appropriate only for students planning to teach in middle and high school. The required education sequence in middle and high school education must be completed for all students selecting this major in Biology. As part of their overall training students in science, students will be required to take ESC 419.

Major Requirements-Overall

Type: Completion requirement

Earn at least 55 credits

Major Requirements – Required Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Biology

Earn at least 12 credits from the following:

		Credits
BIO 166	Principles of Biology: Cells and Genes	4
BIO 167	Principles of Biology: Organisms	4

BIO 238	Genetics	2
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<u>BIO 239</u>	<u>Genetics Laboratory</u>	<u>2</u>
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BIO 166 and BIO 167: Both courses count towards pathways general education requirements. Both are prerequisites to all other biology courses at the 200-level or higher.

Physics

5 credits

		Credits
PHY 166	General Physics I	5

Chemistry

Complete ALL of the following Courses:

		Credits
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2

Mathematics:

Earn at least 3 credits from the following:

		Credits
MAT 128	Foundations of Data Science	3

At least 18 credits in advanced biology courses from 3 Areas:

Cellular Biology

Complete at least 1 of the following Courses:

		Credits
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BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Lab	2
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 331	Experimental Microbiology	4
BIO 338	Human Genetics	4
BIO 350	Introduction to Immunology	2
<u>BIO 351</u>	<u>Immunology Laboratory</u>	<u>2</u>
BIO 400	Biological Chemistry	4
BIO 406	Cancer and Cellular Differentiation	3
BIO 415	Medical Microbiology	2
BIO 420	Molecular Biology	4
<u>BIO 438</u>	<u>Genomics and Human Health</u>	<u>4</u>

Organismic Biology

Complete at least 1 of the following Courses:

		Credits
BIO 228	Mammalian Physiology	4
<u>BIO 229</u>	<u>Astrobiology: Life and Health Beyond Earth</u>	<u>4</u>
BIO 267	Comparative Anatomy of Vertebrates	4
<u>BIO 317</u>	<u>Drugs, Brain and Behavior</u>	<u>3</u>
BIO 330	Plant Physiology	4

BIO 333	Endocrine Physiology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 431	Comparative Animal Physiology	4
BIO 435	Neurophysiology	3

Population Biology

Complete at least 1 of the following Courses:

		Credits
BIO 241	Evolution, Species, and Biogeography	3
<u>BIO 242</u>	<u>Flowering Plants</u>	<u>4</u>
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4

4. Rationale (Explain How This Change Will Impact Learning Outcomes Of The Department And Major/Program):

1) Added Genetics lab to the Foundation courses; 2) Revised the electives for each of the Advanced Biology Areas to add new courses and remove those that are not regularly offered.

5. Date Of Departmental Approval: 04/02/25

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology B.S.

Hegis number: 0401.00

Program code: 34022

Effective term: Spring 2026

1. **TYPE OF CHANGE**: Degree Requirements

2. **FROM**:
Biology, BIO-BS

Major Requirements - Overall

Type: Completion requirement

Earn at least 33 credits

Additional Comments:

BS To M.S. Dual Credit Opportunity

Undergraduate students majoring in biology with 90 or more credits and A minimum (3.0) cumulative index and (3.5) index in the major may be permitted to enroll in up to 8 credits of graduate coursework in preparation for the M.S. Degree in biology. The student must receive permission from the department to take graduate courses prior to registration.

Major Requirements – Core Courses

Type: Completion requirement

Prerequisites *

Earn at least 33 credits from the following:

		Credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5

CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5

*BIO 166 and BIO 167 can be used to fulfill general education requirements. Both are prerequisites to all other biology courses.

Students can complete MAT 172, 4 credits or the combined substitute (MAT 171 (4) and MAT 108) (2)

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Students who complete BIO 181 and BIO 182 can use those courses in place of BIO 228.

Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

A grade of C or higher is recommended for all courses in the prerequisite list.

Complete at least 1 of the Following:

Complete All of the Following Courses:

MAT 172 - Precalculus

Complete All of the Following Courses:

MAT 171 - Elements Of Precalculus

MAT 108 – Trigonometry

Foundation**

Complete ALL of the following Courses:

		Credits
BIO 238	Genetics	2
BIO 240	Biostatistics	3
OR		
MAT 328	Techniques in Data Science	4

** BIO 240 has MAT 175 (4) and MAT 155 (1) as prerequisites. MAT 328 has MAT 128 (3) as a prerequisite.

Organic Chemistry (12 Credits):

Complete ALL of the following Courses:

		Credits
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2

Major Requirements – Biomedical Sciences Track

Type: Completion requirement

At least 21-22 credits in one of the following tracks:

Select courses from lists: A, B, And C

List A

Earn at least 12 credits from the following:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy of Vertebrates	4
BIO 303	Data Mining and Bioinformatics	4

BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	2
BIO 351	Immunology Laboratory	2
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

List B

Earn at least 8 credits from the following:

		Credits
BIO 229	Astrobiology: Life and Health Beyond Earth	4
BIO 241	Evolution, Species, and Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes and Cells to Brains	3

BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Human Genetics	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 406	Cancer and Cellular Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology and Genetics	4

List C

Earn at least 1 credit from the following:

	Credits
BIO 440 Biology Journal Review	2
BIO 450 Biology Seminar	1
BIO 471 Research in Molecular Microbiology	2
BIO 489 Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490 Honors in Biological Sciences	3

Major Requirements - Organismic Sciences Track

Type: Completion requirement

Select courses from lists A, B, And C

List A

Earn at least 12 credits from the following:

		Credits
BIO 229	Astrobiology: Life and Health Beyond Earth	4
BIO 241	Evolution, Species, and Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 317	Drugs, Brain and Behavior	3
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Human Genetics	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 406	Cancer and Cellular Differentiation	3
BIO 425	Ichthyology	3

BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology and Genetics	4

List B

Earn at least 8 credits from the following:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy of Vertebrates	4
BIO 303	Data Mining and Bioinformatics	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	2
BIO 351	Immunology Laboratory	2
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

List C

Earn at least 1 credit from the following:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 471	Research in Molecular Microbiology	2
BIO 489	Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors in Biological Sciences	3

Major Requirements – Brain Sciences Track

Type: Completion requirement

Brain Sciences At Least 21 Credits

Select courses from lists: A, B, And C

List A

Earn at least 14 credits from the following:

		Credits
BIO 228	Mammalian Physiology	4
BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4

BIO 435	Neurophysiology	3
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List B

Earn at least 1 credit from the following:

	Credits
BIO 440 Biology Journal Review	2
BIO 450 Biology Seminar	1
BIO 471 Research in Molecular Microbiology	2
BIO 489 Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490 Honors in Biological Sciences	3

List C

Earn at least 6 credits from the following:

	Credits
PSY 166 General Psychology	3
PSY 308 Motivation and Emotion	3
PSY 310 Psychology of Learning	3
PSY 312 Psychology of Memory	3
PSY 314 Cognitive Psychology	3
PSY 317 Psychology of Sensation and Perception	3
PSY 366 Clinical Neuropsychology	3

PSY 166 can be used to fulfill general education requirements and is A prerequisite to all other PSY courses. Students who complete PSY 166 before declaring the major only need to complete 6 credits in this area.

Major Requirements – Bio-Data Sciences Track

Bio-Data Sciences At Least 22 Credits

Select courses from lists: A, B, And C

List A

Earn at least 12 credits from the following:

		Credits
BIO 241	Evolution, Species, and Biogeography	3
BIO 242	Flowering Plants	4
BIO 270	Invertebrate Zoology	3
BIO 271	Invertebrate Zoology Laboratory	2
BIO 303	Data Mining and Bioinformatics	4
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 503	Topics in Urban Ecology	4

List B

Earn at least 1 credit from the following:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 471	Research in Molecular Microbiology	2
BIO 489	Introduction to Experimental Biology	1 (May Be Repeated For

		A Maximum 3 Credits).
BIO 490	Honors in Biological Sciences	3

9 Credits in Geospatial, Environmental and Data Science from List C:

Fulfill ALL of the following requirements:

List C

Earn at least 3 credits from the following:

GEP 205	Principles of Geographic Information Science	3
GEP 3060	Raster Applications	3
GEP 375	Data Acquisition Gis	3
GEO 340	Natural Hazards and Disasters: A Multidisciplinary Approach	3
ENV 235	Conservation of the Environment	3

Earn at least 6 credits from the following:

GEH 245	Introduction to Quantitative Methods of Geography	3
SOC 348	Reasoning with Data	3
DAT 310	Data Visualization	3

Additional Comments:

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

3. TO:

Biology, BIO-BS

Major Requirements - Overall

Type: Completion requirement

Earn at least 33 credits

Additional Comments:

BS To M.S. Dual Credit Opportunity

Undergraduate students majoring in biology with 90 or more credits and A minimum (3.0) cumulative index and (3.5) index in the major may be permitted to enroll in up to 8 credits of graduate coursework in preparation for the M.S. Degree in biology. The

student must receive permission from the department to take graduate courses prior to registration.

Type: Completion requirement

Prerequisites * (33 - 35 Credits):

Earn at least 29 credits from the following:

		Credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5

*BIO 166 and BIO 167 can be used to fulfill general education requirements. Both are prerequisites to all other biology courses.

Students can complete MAT 172, 4 credits or the combined substitute (MAT 171 (4) and MAT 108) (2)

** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.

Students who complete BIO 181 and BIO 182 can use those courses in place of BIO 228.

Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

A grade of C or higher is recommended for all courses in the prerequisite list.

Complete at least 1 of the Following:**Complete All of the Following Courses:**

MAT 172 - Precalculus

Complete All of the Following Courses:

MAT 171 - Elements Of Precalculus

MAT 108 – Trigonometry

Foundation

Complete ALL of the following Courses:

		Credits
BIO 238	Genetics	2
<u>BIO 239</u>	<u>Genetics Laboratory</u>	<u>2</u>
BIO 240	Biostatistics	3
OR		
MAT 328	Techniques in Data Science	4

** BIO 240 has MAT 175 (4) and MAT 155 (1) as prerequisites. MAT 328 has MAT 128 (3) as a prerequisite.

Organic Chemistry (12 Credits):

Complete ALL of the following Courses:

		Credits
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2

At least 21-22 credits in one of the following tracks:

Major Requirements – Biomedical Sciences Track

Biomedical Sciences at least 21 credits

Type: Completion requirement

Select courses from lists: A, B, And C

List A

Earn at least 12 credits from the following:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy of Vertebrates	4
BIO 303	Data Mining and Bioinformatics	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	2
BIO 351	Immunology Laboratory	2
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

List B

Earn at least 8 credits from the following:

		Credits
BIO 229	Astrobiology: Life and Health Beyond Earth	4

BIO 241	Evolution, Species, and Biogeography	3
<u>BIO 242</u>	<u>Flowering Plants</u>	<u>4</u>
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Human Genetics	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
<u>BIO 403</u>	<u>Medicinal Plants</u>	<u>4</u>
BIO 406	Cancer and Cellular Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
<u>BIO 438</u>	<u>Genomics and Human Health</u>	<u>4</u>

BIO 465	Microbial Physiology and Genetics	4
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List C

Earn at least 1 credit from the following:

	Credits
BIO 440 Biology Journal Review	2
BIO 450 Biology Seminar	1
BIO 471 Research in Molecular Microbiology	2
BIO 489 Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490 Honors in Biological Sciences	3

Major Requirements – Organismic Sciences Track

Organismic Sciences at least 21 credits

Type: Completion requirement

Select courses from lists A, B, And C

List A

Earn at least 12 credits from the following:

	Credits
BIO 229 Astrobiology: Life and Health Beyond Earth	4
BIO 241 Evolution, Species, and Biogeography	3
<u>BIO 242</u> <u>Flowering Plants</u>	<u>4</u>
BIO 268 Vertebrate Embryology	4
BIO 317 Drugs, Brain and Behavior	3
BIO 311 Parasitology	3
BIO 312 Parasitology Laboratory	2

BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Human Genetics	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
<u>BIO 403</u>	<u>Medicinal Plants</u>	<u>4</u>
BIO 406	Cancer and Cellular Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
<u>BIO 438</u>	<u>Genomics and Human Health</u>	<u>4</u>
BIO 465	Microbial Physiology and Genetics	4

List B

Earn at least 8 credits from the following:

	Credits
BIO 228 Mammalian Physiology	4
BIO 267 Comparative Anatomy of Vertebrates	4

BIO 303	Data Mining and Bioinformatics	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	2
BIO 351	Immunology Laboratory	2
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

List C

Earn at least 1 credit from the following:

	Credits
BIO 440 Biology Journal Review	2
BIO 450 Biology Seminar	1
BIO 471 Research in Molecular Microbiology	2
BIO 489 Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490 Honors in Biological Sciences	3

Major Requirements – Brain Sciences Track
Brain Sciences At Least 21 Credits

Type: Completion requirement

Select courses from lists: A, B, And C

List A

Earn at least 14 credits from the following:

		Credits
BIO 228	Mammalian Physiology	4
BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 435	Neurophysiology	3

List B

Earn at least 1 credit from the following:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 471	Research in Molecular Microbiology	2
BIO 489	Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).

BIO 490	Honors in Biological Sciences	3
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List C

Earn at least 6 credits from the following:

	Credits
PSY 166 General Psychology	3
PSY 308 Motivation and Emotion	3
PSY 310 Psychology of Learning	3
PSY 312 Psychology of Memory	3
PSY 314 Cognitive Psychology	3
PSY 317 Psychology of Sensation and Perception	3
PSY 366 Clinical Neuropsychology	3

PSY 166 can be used to fulfill general education requirements and is A prerequisite to all other PSY courses. Students who complete PSY 166 before declaring the major only need to complete 6 credits in this area.

Major Requirements – Bio-Data Sciences Track**Bio-Data Sciences At Least 22 Credits****Type:** Completion requirement

Select courses from lists: A, B, And C

List A**Earn at least 12 credits from the following:**

	Credits
BIO 241 Evolution, Species, and Biogeography	3
BIO 242 Flowering Plants	4
BIO 270 Invertebrate Zoology	3
BIO 271 Invertebrate Zoology Laboratory	2

BIO 303	Data Mining and Bioinformatics	4
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
<u>BIO 403</u>	<u>Medicinal Plants</u>	<u>4</u>
BIO 420	Molecular Biology	4
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 503	Topics in Urban Ecology	4

List B

Earn at least 1 credit from the following:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 471	Research in Molecular Microbiology	2
BIO 489	Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors in Biological Sciences	3

9 Credits in Geospatial, Environmental and Data Science from List C:

Fulfill ALL of the following requirements:

List C

Earn at least 3 credits from the following:

GEP 205	Principles of Geographic Information Science	3
GEP 3060	Raster Applications	3
GEP 375	Data Acquisition Gis	3
GEO 340	Natural Hazards and Disasters: A Multidisciplinary Approach	3
ENV 235	Conservation of the Environment	3

Earn at least 6 credits from the following:

t

GEH 245	Introduction to Quantitative Methods of Geography	3
SOC 348	Reasoning with Data	3
DAT 310	Data Visualization	3

Additional Comments:

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

4. Rationale (Explain how this change will impact learning outcomes of the department and major/program):

1) Added the genetics lab to the Foundation courses as genetics was recently split into lecture and lab components. 2) Added Bio 242, Bio 403, and Bio 438 as new electives to the tracks.

5. Date of Departmental Approval: 04/02/25

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS AND ECONOMICS

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Attribute, Prerequisite

2. **From:** ~~Strike through the changes~~

Department(s)	Finance, Information Systems and Economics
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Economics
Course Prefix & Number	ECO 166
Course Title	Introduction of Macroeconomics
Description	National income components and their measurement, unemployment rate, and price levels. Determinants of aggregate demand and output. Effects of government spending, taxation, and monetary policy on national income, employment, and the rate of inflation. NOTE: Students may not receive credit for both ECO 166 and BBA 168.
Pre/ Co Requisites	BBA 168 anti-requisite
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☐ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☒ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☒ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Finance, Information Systems and Economics
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Economics
Course Prefix & Number	ECO 166
Course Title	Introduction of Macroeconomics
Description	National income components and their measurement, unemployment rate, and price levels. Determinants of aggregate demand and output. Effects of government spending, taxation, and monetary policy on national income, employment, and the rate of inflation. NOTE: Students may not receive credit for both ECO 166 and BBA 168.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Gateway Business</u>
General Education Component	☐ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☒ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☒ Individual and Society ☐ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

BBA 168 was originally created in 2006–2007, when the BBA degree was introduced, to give business majors an alternative to ECO 166 as part of the effort to distinguish the business program from the economics program. Because BBA 168 duplicated the content of ECO 166, it was later removed from the course catalog and is no longer offered. As a result, it no longer needs to be listed as an anti-requisite for ECO 166 .

5. **Date of departmental approval:** April 9, 2025

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS AND ECONOMICS

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Attribute, Prerequisite

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Finance, Information Systems and Economics
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Economics
Course Prefix & Number	ECO 167
Course Title	Introduction of Microeconomics
Description	Determination of demand, supply, and equilibrium prices and quantities. Firm costs in the short and long run. Study of competitive markets, monopolies, and oligopolies and public policy implications of these different markets. Note: Students may not receive credit for both ECO 167 and BBA 169.
Pre/ Co Requisites	BBA 169 anti-requisite
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☐ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☒ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☒ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Finance, Information Systems and Economics
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Economics
Course Prefix & Number	ECO 167
Course Title	Introduction of Microeconomics
Description	Determination of demand, supply, and equilibrium prices and quantities. Firm costs in the short and long run. Study of competitive markets, monopolies, and oligopolies and public policy implications of these different markets. Note: Students may not receive credit for both ECO 167 and BBA 169.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Gateway Business</u>
General Education Component	☐ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☒ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☒ Individual and Society ☐ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

BBA 169 was originally created in 2006–2007, when the BBA degree was introduced, to give business majors an alternative to ECO 167 as part of the effort to distinguish the business program from the economics program. Because BBA 169 duplicated the

content of ECO 167, it was later removed from the course catalog and is no longer offered. As a result, it no longer needs to be listed as an anti-requisite for ECO 167 .

5. **Date of departmental approval:** April 9, 2025

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HISTORY

CURRICULUM CHANGE

Name of Program and Degree Award: History Teacher, BA

Hegis Number: 2205.00

Program Code: 31964 - HIST-BA

Effective Term: Fall 2025

1. **Type of Change:** Change in Degree Requirements

2. **From:**

History is an approved major for students wishing to become middle or high school social studies teachers. Students interested in becoming teachers should meet with the History Department Undergraduate Advisor to plan their program as soon as possible in their academic career. They should also consult with the Office of the Dean of Education (Carman Hall, B-33, 718-960-4972) for the latest information on State requirements for teacher certification.

Major Requirements – Overall

Type: Completion requirement

Earn at least 30 credits

- This specialization should be taken only by students in Middle and High School Education's Social Studies Education certification sequence.
- *Of these 30 credits, at least 6 credits must be taken in research-intensive courses, designated with an R in the section number.*

Major Requirements – Required Courses

Type: Completion requirement

Fulfill ALL the following requirements:

Earn at least 9 credits from the following:

- History of Ancient and Medieval Civilization 300 to 400 Level
- History of Modern Europe 300 to 400 level

Earn at least 9 credits from the following:

- Comparative History 300 to 400 Level
- Asian, African, and Latin-American History 300 to 400 Level

Earn at least 3 credits from the following:

- HIU 348 – History of New York: City and State

Earn at least 9 credits from the following:

- History of the United States 300 to 400 Level

3. **To:** Underline the changes

History is an approved major for students wishing to become middle or high school social studies teachers. Students interested in becoming teachers should meet with the History Department Undergraduate Advisor to plan their program as soon as possible in their academic career. They should also consult with the Office of the Dean of Education (Carman Hall, B-33, 718-960-4972) for the latest information on State requirements for teacher certification.

Major Requirements – Overall

Type: Completion requirement

Earn at least 30 credits

- This specialization should be taken only by students in Middle and High School Education's Social Studies Education certification sequence.
- *Of these 30 credits, at least 6 credits must be taken in research-intensive courses, designated with an R in the section number.*

Major Requirements – Required Courses

Type: Completion requirement

Fulfill ALL of the following requirements:

Earn at least 9 credits from the following:

- History of Ancient and Medieval Civilization 300 Level
- History of Modern Europe 300 level

Earn at least 9 credits from the following:

- Comparative History 300 Level
- Asian, African, and Latin-American History 300 Level

Earn at least 3 credits from the following:

- HIU 348 – History of New York: City and State

Earn at least 9 credits from the following:

- History of the United States 300 Level

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

There is a mistake in the catalog about our HIST- BA for Middle and High School teachers. We only offer 300-level courses, but someone put down 300 or 400 level. We

never offer 400-level classes, and we want this mistake to be changed so the description of our program in the catalog will be correct for MHSE students.

5. **Date of departmental approval:** April 21, 2025

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Management and Business Innovation
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Business
Course Prefix & Number	BBA 303
Course Title	Business Statistics 1
Description	Analyze business data using descriptive statistics, probability theory and statistical inference, measures of central tendency, dispersion, associations, discrete and continuous probability distributions and hypothesis testing.
Pre/ Co Requisites	ECO 166 and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175.
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **To:** Underline the changes

Department(s)	Management and Business Innovation
Career	☒ Undergraduate ☐ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Business
Course Prefix & Number	BBA 303
Course Title	Business Statistics 1
Description	Analyze business data using descriptive statistics, probability theory and statistical inference, measures of central tendency, dispersion, associations, discrete and continuous probability distributions and hypothesis testing.
Pre/ Co Requisites	MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175.
Credits	3
Hours	3
Liberal Arts	☒ Yes ☐ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The removal of Introduction to Macroeconomics (ECO 166) as a prerequisite for Business Statistics 1 - BBA 303 does not affect the content covered in the course. Business Statistics 1 course does not depend on or require prior knowledge of

macroeconomics theory to understand the core theory and the relevant subject matter covered.

5. **Date of departmental approval:** 3/28/2025

Senate Meeting, September 3, 2025

Graduate Studies Committee Report

Presenting proposals from the following departments for approval:

Department of Speech, Language and Hearing Sciences

Two experimental courses: SPE 713 and SPE 764

Department of Early Childhood and Childhood Education

Two new courses: EDE 719 and EDE 729

Department of Social Work

Doctoral Program

Next meeting: Wednesday, September 10, 2025

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Early Childhood/Childhood Education
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Early Childhood/Childhood Education
Course Prefix & Number	EDE 719
Course Title	Teaching ELA and Social Studies to Diverse Students in Early Childhood and Elementary School Settings
Description	An interdisciplinary approach to developing literacy, including twenty-first century literacies through the integration of social studies and English language arts that incorporates developmentally, culturally and linguistically appropriate pedagogy for early childhood and childhood students. Curriculum development; integration of relevant technology; current standards; instructional strategies; inclusion of students from diverse linguistic and socio-cultural backgrounds and students with disabilities. Exploration of instructional approaches that acknowledge, build, and sustain multilingualism. Includes field experience in diverse early childhood and childhood settings.
Pre/ Co Requisites	EDS 701, EDS 791
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

The New York State Board of Regents revised the Students with Disabilities (All Grades) certificate effective September 28, 2022. The new certificate permits individuals to teach students with disabilities in pre-Kindergarten through grade 12 in New York State public schools. This course will support this new initiative by providing early childhood and childhood content-focused teaching methods preparation for the new Pre-K-Grade 12 Special Education certification programs. The prerequisite courses are required foundational courses in the new Pre-K-Grade 12 special education program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

Integrate social studies and literacy to be able to teach diverse children between the ages of early childhood and childhood, including children with disabilities.

Develop and adapt integrated curriculum drawing from appropriate and various resources paying particular attention to issues of diversity.

Understand and apply current literacy and social studies standards

Plan, carry out, and assess lessons that integrate literacy, social studies.

Integrate culturally, linguistically and developmentally appropriate age pedagogy.

Integrate technology in order to provide the students with twenty first century computer science skills in the areas of literacy and social studies.

5. **Date of Departmental Approval:** February 29, 2024

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Early Childhood/Childhood
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Early Childhood/Childhood
Course Prefix & Number	EDE 729
Course Title	Teaching Math, Science, Art to Diverse Students in Early Childhood and Elementary School Settings
Description	An interdisciplinary approach to the theory, methods and materials of teaching mathematics, science and art to early childhood and childhood students that incorporates developmentally, culturally and linguistically appropriate pedagogy. Course includes curriculum development; integration of relevant technology; current standards; instructional strategies; inclusion of students from diverse linguistic and cultural backgrounds and students with disabilities, and field experience in Early Childhood and Childhood School Settings.
Pre/ Co Requisites	EDS 701, EDS 791
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures

	US Experience in its Diversity Creative Expression Individual and Society Scientific World
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3. **Rationale:**

The New York State Board of Regents revised the Students with Disabilities (All Grades) certificate effective September 28, 2022. The new certificate permits individuals to teach students with disabilities in pre-Kindergarten through grade 12 in New York State public schools. This course will support this new initiative by providing early childhood and childhood content-focused teaching methods preparation for the new Pre-K-Grade12 Special Education certification programs. The prerequisite courses are required foundational courses in the new Pre-K-Grade 12 special education program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

Integrate social studies and literacy to be able to teach diverse children between the ages of early childhood and childhood, including children with disabilities.

Develop and adapt integrated curriculum drawing from appropriate and various resources paying particular attention to issues of diversity.

Understand and apply current literacy and social studies standards.

Plan, carry out, and assess lessons that integrate literacy and social studies.

Integrate culturally, linguistically and developmentally appropriate age pedagogy.

Integrate technology in order to provide the students with twenty first century computer science skills in the areas of literacy and social studies.

5. **Date of Departmental Approval:** February 29, 2024

LEHMAN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

A PROPOSAL TO ESTABLISH A DOCTORAL DEGREE PROGRAM IN

Social Work
LEADING TO A

Doctor of Social Work (DSW)

SPONSORED BY
THE DEPARTMENT OF SOCIAL WORK
Approval: September 04, 2024

APPROVED BY
LEHMAN COLLEGE FACULTY SENATE
Approval:

Institutional Representative: Dr. Elgloria Harrison, Dean, Health Sciences, Human Services, and Nursing

Contact Person: Dr. Brenda Williams-Gray
Department of Social Work
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EXECUTIVE SUMMARY

Lehman College's Department of Social Work is excited to propose a Doctor of Social Work (DSW) program with a unique focus on leadership, research, and research technology. This program aims to prepare the next generation of social work leaders in urban communities, particularly within the non-profit and governmental sectors.

Program Overview:

- **Target Audience:** The program is designed for students who already hold a master's degree in social work (MSW), have post-MSW professional experience, and exhibit emerging leadership capabilities.
- **Duration and Credits:** It is structured as a three-year program, comprising 59 credits.
- **Course Structure:** Students will engage in a comprehensive curriculum that includes advanced courses in social work leadership, research methodologies, and the application of research technologies culminating in an applied capstone project. In addition to the three pillars of the DSW program, students will be able to take elective courses within the social work department and external to the social work department within CUNY.

Key Components:

1. **Leadership Development:** The program emphasizes cultivating leadership skills tailored to the unique challenges of urban community settings.
 - o **Assessment:** The project for the second-year spring semester's course, "Transformational Leadership," will serve as the first assessment tool for this area of focus. A rubric will be created to assess students' attainment of the knowledge, values, and skills of leadership expected of them by the end of the second year. The course instructor will evaluate the students' projects in this regard.
2. **Research Proficiency:** Students will gain advanced training in both qualitative and quantitative research methods, enabling them to conduct impactful social work research.
 - o **Assessment:** The final assignment for the first-year spring semester's course, "Evaluation Research," will be the first assessment tool for this area of focus. Assignments will be evaluated by the course instructor according to an established rubric to determine whether the students are attaining the expected knowledge, values, and skills regarding agency evaluation research.
3. **Research Technology:** A focus on innovative research technologies will equip students with the tools needed to innovate and improve social work practice and policy.
 - o **Assessment:** The final assignment of the second-year fall semester's course, "Introduction to Data Visualization and R," will serve as the first assessment instrument for this core skill. This assignment will be assessed by the course instructor according to a rubric.
4. **Capstone Project:** The Capstone Project will serve as a critical component for assessing students' development in leadership, research, and research technology.
 - o **Leadership:** A faculty member will evaluate the capstone project according to a rubric that measures the attainment of leadership knowledge, values, and skills.
 - o **Research:** Faculty members will evaluate the capstone projects based on established benchmarks to ensure students meet the program's research objectives.

- o **Research Technology:** The capstone project will further assess students' proficiency in research technology. The evaluation will determine whether students have effectively utilized technological tools and methodologies in their research.
- o **Program Evaluation:** Benchmarks will be set for all capstone project evaluations, with results reported in aggregate to evaluate the program's effectiveness in meeting its objectives.

Council on Social Work Education's DSW EPAS (Educational Policies and Accreditation Standards):

- **Educational Policy and Accreditation Standards (EPAS):** The DSW program is aligned with the Council on Social Work Education's (CSWE) EPAS to ensure the highest standards of academic excellence and professional preparation.
- The curriculum integrates principles promoting an inclusive educational environment that addresses systemic inequities and prepares students to advocate for social justice in their professional roles.

Lehman College's proposed DSW program is committed to fostering a new cadre of social work leaders who are well-equipped to address the complex needs of urban communities through innovative research and transformative leadership.

PURPOSE AND GOALS

Purpose

The DSW Program is designed for post-MSW candidates with five or more years of proven administrative experience and who are underrepresented in higher-level executive leadership positions in social work agencies. This program has an organizational leadership focus, to attract social work leaders working within the Bronx and greater New York urban communities. The program will have three major foci—organizational leadership, research, and research technology. Each course will be scaffolded within the program to allow progressive knowledge accumulation.

Goals

Lehman College, the only public 4-year college in the Bronx, has been rated among the top institutions of higher education for improving social mobility. Lehman's goals and strategic plan prioritize improving economic conditions of students and the College serves as a hub of culture and knowledge for the Bronx. Our proposed doctoral program will contribute to the mission and overall goals of Lehman College by providing students with the knowledge and experience necessary to be successful at the highest levels of organizational leadership. Students who leave the Lehman College DSW program will be prepared to lead non-profits and other public and private sector organizations serving the most vulnerable, by empowering the community and building on individual and family strengths.

TABLE 1: PROGRAM GOALS

Goal	Description
Educate, Empower, and Engage Students for Global Society Participation and Career Advancement	- Cultivate advanced leadership skills for complex environments. - Provide transformative, experiential education reflecting 21st-century challenges and digital equity.

Goal	Description
Integrate Technology into Organizational Practice	- Provide training in technology, data analytics, and digital innovation for efficiency and effectiveness in social work settings. - Utilize innovative pedagogy and evidence-based practices.
Embrace the Spirit of Community Engagement	- Advance social justice through research, scholarship, and pedagogy. - Encourage interdisciplinary collaboration to address social challenges and promote positive outcomes.
Promote Ethical and Inclusive Leadership	- Instill ethical leadership, cultural relevance/humility, and inclusivity for integrity, and social justice advocacy.

Mission Statement:

The mission of the Doctoral Degree in Social Work with a specialization in Organizational Leadership, Research, and Research technology at Lehman College is to prepare visionary leaders and scholars who are equipped with the knowledge, skills, and ethical principles needed to address the complex challenges facing contemporary social work organizations. Grounded in social work values and ethics, our program provides advanced education and training that integrates theory, research, and practice, empowering graduates to lead with integrity, innovation, and cultural humility in a rapidly evolving organizational landscape.

Vision Statement:

Lehman College's hybrid Doctor of Social Work (DSW) program specializing in Organizational Leadership, Research, and Research Technology will empower students to lead a social service organization locally, nationally, or globally with creativity, courage, and compassion while always adhering to the social work profession's core values and the National Association of Social Workers (NASW) Code of Ethics (2021).

Our vision for the Doctoral Degree in Social Work with a specialization in Organizational Leadership, Research, and Research Technology is to be a global leader in advancing organizational excellence, technological innovation, and evidence-based practice within the field of social work. We envision graduates who are equipped to lead with creativity, courage, and compassion, leveraging technology and research to drive organizational effectiveness, promote social justice, and enhance the well-being of individuals, families, and communities worldwide. Through our collaborative efforts, we aspire to shape the future of social work leadership and scholarship, advancing equitable and sustainable positive change in organizations and society.

The vision of Lehman College's DSW Program is to engage, educate, and empower transformational social work leaders through innovative partnerships using a social justice-oriented lens. We will prepare social workers who are typically underrepresented to be transformational leaders in a culturally inclusive, ever-changing global context. Our graduates will be transformational leaders that represent the community but are typically underrepresented, with the majority identifying as Black, Indigenous, and People of

Color, in executive leadership, of programs that enhance the quality of life and well-being for residents of the Bronx and contribute to a culturally inclusive, ever-changing global context.

This program will be consistent with Lehman College Department of Social Work's social justice curricular focus of our bachelor's and master's programs, which will include voices often left out of the social work cannon. This is achieved by diversifying readings and course materials and removing assumptions rooted in traditional Eurocentric thinking and ideals. In addition to the requisite skills needed to run a social service agency competently, students will also demonstrate the core values consistent with the National Association of Social Workers (NASW) Code of Ethics (2021), specifically service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence,

NEEDS AND JUSTIFICATION

Many professions have research doctorates and clinical or practice doctorates. Social work is no exception. In general, the DSW degree is geared towards social work practice, supervision, leadership, and applied research whereas the PhD emphasizes scholarly or theoretical research and educational practices. As the only DSW Program in the Bronx, we will prepare social workers to be transformational leaders in human service organizations. The intention is that most of the prospective students will live and/or work in the Bronx and surrounding communities. The Bronx and its surrounding community are home to a plethora of health, education, and social service agencies providing assistance to vulnerable communities and often underserved populations. In their 2017 article, Ghose et al. described the barriers that students faced in social work doctoral programs, including recruitment and admission barriers, in addition to structural and retention barriers.

The need for skilled social work leadership in social service agencies is paramount as we navigate the new normal of living with COVID, concurrent with the heightened attention to racism in many communities.

While the MSW has long been considered the terminal degree for social work education, in our ever-changing society, leaders are expected to have advanced practice, leadership, and research capabilities. Cnaan and Ghose (2018) described and predicted the trends in society and the academy that affect the focus of the profession and the implications for social work doctoral education. These trends included globalization, the widening economic and opportunity gaps, crime, fear, incarceration, dramatic changes in employment, health-care advancements, and changes in family structure. They also discussed who is being educated and why, the disciplinary structure of education and the importance of transdisciplinary, and the increasing reliance on adjunct and external instructors to teach, especially practice related courses.

Social Workers in Leadership Positions

Although social workers make up the majority of employees in social services, they are underrepresented in leadership positions (Choy-Brown et al., 2020; Goldkind & Pardasani, 2013). Many of these organizations are led by executives with degrees other than social work including MBAs, MPHs, MPAs, and JDs (Middleton, 2022). As a growing number of social service agencies are being run by administrators from fields other than social work, educational programs and professional groups like the National Association of Social Workers (NASW) and the National Network of Social Work Managers are concerned about the ability of social work to remain at the forefront of agency decision-making and the development of policy at the highest levels (Ezell et al., 2004). However, there is a growing body of

literature supporting the importance of social work leadership in human service organizations. Social workers have higher rates of transformational leadership associated with improved organizational climate and culture and a sense of optimism and creativity in supporting other employees. They have also been shown to have better communication skills with staff (Choy-Brown et al., 2020). Thus, social workers are well poised to lead social service organizations due to the values, skills, and training of the profession. In addition, the Bureau of Labor Statistics predicts the field of social work will grow 13% between 2019 and 2029 (Middleton, 2022) increasing the pool of qualified human services leaders.

The proposed Lehman College DSW Program, located in the borough of the Bronx, aims to address these statistics by recruiting, educating, and preparing DSW graduates for leadership positions in agencies both in Bronx, New York, and its surrounding communities.

The Community of Bronx, NY

The Bronx is one of the most unique locations in the country such that there is an 89.7% chance that any two residents, chosen at random, would differ in race or ethnicity (Garcia Conde, 2016). While over half of the borough identifies as Latino, and Spanish is the most dominant language other than English, there are approximately 27 languages spoken. The vibrancy of the borough has resulted in community building, innovative businesses and many local agencies and nonprofit organizations that have proven vital to the community.

Current students in our BA and MSW Programs mirror the demographics of the county. These programs, like most of CUNY, are housed within a Hispanic Serving Institution (HSI). In 2021, 47% of BA students identified as Hispanic/Latinx, 41% as Black, 11% as White, and 1% as Asian or Pacific Islander. The BA students range in age from 18 to 66 and 65% identified as first-generation college students. In 2021, 43% of students in the MSW program identified as Hispanic/Latinx, 34% identified as Black, 20% as White, and 3% as Asian or Pacific Islander and range in age from 22 to 62 years. In this 2021 cohort, 34% of undergraduate students and 28% of graduate students were born in countries outside of the United States including Bangladesh, Brazil, Colombia, Dominican Republic, Ecuador, El Salvador, Ghana, Guinea, Haiti, Ivory Coast, Jamaica, Japan, Liberia, Nigeria, Pakistan, Peru, Sierra Leone, South Korea, St. Lucia, Tanzania, Trinidad, Ukraine, and Venezuela. In this class, languages spoken other than English and Spanish included Arabic, Bambara, Bangla/Bengali, French, Fulani, Ga, Garifuna, Guyana, Haitian Creole, Hausa, Hindi, Igbo, Italian, Japanese, Kissi, Korean, Portuguese, Punjabi, Russian, Soninke, Swahili, Twi, Ukrainian, Urdu, West African Creole, Wolof, Yoruba, and Sign Language.

In 2021, 39% of the BA students and MSW students were fluent and an additional 13% of BA students and 16% of MSW students identified as partly fluent in Spanish and English. Faculty and administrative staff represent a range of culture, life experience, race, religion, sexual orientation, and immigration experience, all of which serve as means for modeling affirmation and respect for people.

There are currently 17 full-time faculty and 24 part-time faculty members, with a range of lived experiences, including but not limited to language, religion, place of birth, and other intersectionalities.

In our undergraduate (BA) and graduate (MSW) programs, we have instituted dual-language (English Spanish) practice courses and practicum experiences. The demographics, combined with our departmental priorities that align with national and international social work organizations like the NASW and the CSWE, position us to propose a curriculum immersed in the goals of this grant. More importantly, this

creates a vehicle for genuine representation in Bronx social service agencies and as future academics, as evidenced by our current students' statistics. This proposal seeks to have a long-term impact on representation in both the development and delivery of the curriculum.

Many of our current BA and MSW students come from the Bronx and surrounding communities. Our programs prepare them with the knowledge and skills necessary to effectively work with individuals, families, and communities. The proposed DSW program will add to the educational continuum, providing education and training with attention to organization leadership skills.

STUDENT INTEREST/ENROLLMENT

Recruitment

NYC is home to 14 MSW programs in public and private schools of social work, which provides a base for recruitment. This will occur through outreach to our alumni, city and state based-organizations, word of mouth, and using online resources, social media, statewide and national conferences. While our primary catchment area is greater NYC, our DSW is unique in its attention to leadership, research, and research technologies in urban settings; thus, our recruitment, will primarily be in New York and the tri-state area; including but not limited to NASW, CSWE, AABSW, Latino Coalition, NYSSWEA, NYS NADD (National Association of Deans and Directors) (National Association of Deans and Directors), LinkedIn and other social media platforms. Adjunct faculty and alumni create the core demographic of possible DSW candidates.

Lehman Social Service Agency Leadership DSW Program Admissions requirements

All applicants to this program must have a master's degree in social work from a CSWE accredited social work program, with a graduate grade point average of 3.5 or higher, based on a 4-point scale, be licensed, LMSW or LCSW, and have a minimum of five years post-MSW practice experience, three of which must be in a leadership position within a social service agency, supervisory position or above. All applicants will be required to submit a detailed curriculum vita (CV), a positionality and social location statement, three professional letters of recommendations attesting to leadership qualities and positions held, as well as a case study analysis: Transforming a Social Service Agency Brand. Students will be expected to complete all credits associated with the Lehman program. The transfer credits will be recognized but will not apply to the graduate requirements. The program does not grant social work course credit for life experience or previous work experience.

Admissions Process

The admissions committee composed of the Program Director and faculty will review applications from candidates who meet the criteria for consideration. Viable candidates will be selected for individual interviews.

Projected Enrollment

We expect the first two cohorts will have 10 students and the third will enroll 15. These starting cohorts were to ensure that we grow at a reasonable pace that allows us to adapt as we expand. After the third cohort, all subsequent cohorts will be made up of 15 students, with 45 students enrolled across all three years.

Table 2: Projected Enrollment and Seat Projections

Projected Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
Existing Full-time Students					
In-State					
Out-of-State					
Existing Full-time Total	-	-	-	-	
Existing Part-time Students					
In-State					
Out-of-State					
Existing Part-time Total	-	-	-	-	-
New Full-time Students					
In-State					
Out-of-State	10	20	35	40	45
NEW Full-time Total	10	20	35	40	45
New Part-time Students					
In-State					
Out-of-State					
New Part-time Total	-	-	-	-	-

NOTES: New students are students who would not otherwise have been enrolled in your college if this program were not offered. The proposal text should explain the basis for this enrollment estimate.

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

Section Seats per Student	Year One	Year Two	Year Three	Year Four	Year Five
Full-time Students Existing					
Courses New Courses	10	20	35	40	45
	7	17	22	22	22
Total (normally equals 10)	7	17	22	22	22
Part-Time Students					
Existing Courses					
New Courses					
Total (normally equals 4-6)					

Seat & Section Needs	Year One	Year Two	Year Three	Year Four	Year Five
Change in Seat Need for Existing Students					
Existing Courses	-	-	-	-	-
New Courses	-	-	-	-	-
Seat Need for New Students					
Existing Courses	-	-	-	-	-
New Courses	70	340	770	880	990
Total Seat Need Change					
Existing Courses	-	-	-	-	-
Avail. Seats in Existing Courses					
Net Seat Need in Existing	-	-	-	-	-
New Courses	70	340	770	880	990
All Courses	70	340	770	880	990
Average Seats per Section					
Existing Courses					
New Courses					
Net New Section Need					
Existing Courses					
New Courses					
Total					

PROGRESSION AND GRADUATION CRITERIA

ACADEMIC PERFORMANCE AND PROGRESS

Course Grade Requirement

To remain in good academic standing and continue in the DSW Program, students must earn a grade of B or higher in all courses.

Grades Below a "B"

- If a student receives a **grade of B- or lower** in a required course, the student must **retake the course** and earn a **grade of B or higher** to remain in the program.
- **Students are responsible** for retaking the course, including any **associated tuition and fees**.
- The course **must be successfully completed** before the student may advance in the program or enroll in any subsequent courses for which the failed course is a prerequisite.
- A student may **retake no more than two courses** over the duration of the program.

Failure to achieve a grade of B or above in more than two courses—or failure to successfully pass a repeated course with a grade of B or higher—will result in **dismissal from the program**.

Lehman DSW Program Grade Appeal Process

1. Introduction

The Lehman DSW Program has the right to determine the nature and components of course offerings, the type and method of evaluations, and the standards that students must meet. The program acknowledges that evaluating a student's work is part of the professional responsibility of faculty members and other staff responsible for grading a student's academic performance.

Students have the right to know the academic standards of the course and how their academic performance will be evaluated. Faculty and staff responsible for grading are expected to make the evaluation components (e.g., types and weighting of assignments, essays, tests, examinations, etc.) available at the start of each course, regardless of delivery mode.

2. Purpose

This policy establishes the parameters and procedures for students who wish to appeal a grade. The DSW Program encourages and supports open communication as the preferred method to resolve grade concerns.

3. Grounds for a Grade Appeal

A student may appeal a grade received in a course only on the following grounds:

- **3.1** A clerical error resulted in a miscalculation of the grade.
- **3.2** The grade awarded did not reflect the student's academic performance and/or the stated requirements for the course.

4. Procedures for Appeal

Grade appeals may be initiated during the course or after the final grade has been released. Appeals of grades on assignments, tests, placements, or examinations must be made within **ten (10) business days** of the release of the grade.

4.1 Informal Appeal Process

- **4.1.1** Students should first attempt to resolve the grade concern by arranging a meeting with the instructor to review the grade.
- **4.1.2** If the issue cannot be resolved directly with the instructor, the student may initiate a formal appeal.
- **4.1.3** To initiate a formal appeal, the student must complete the first section of the **Grade Appeals Form**.

4.2 Formal Appeal Process

- **4.2.1** If the informal process does not resolve the issue, the student must submit a written appeal to the **Program Director** by completing the Grade Appeals Form within **ten (10) business days** of the release of the grade.
- **4.2.2** The student must include a written explanation outlining why the grade does not fairly reflect their academic performance.
- **4.2.3** The Program Director or designee will arrange a meeting with both the student and the instructor.
- **4.2.4** Prior to the meeting, both the student and the instructor must submit all relevant documents to the Program Director (e.g., course outlines, assignments, exams, papers).
- **4.2.5** During the meeting:
 - The Program Director will ensure both parties have access to relevant documents while protecting the privacy of other students.
 - The Director may:
 - Explore proposed or alternate solutions.
 - Request an independent reassessment by another faculty member. All parties will have access to the reassessment.
 - Determine that no grounds exist to warrant a grade change.

Note: If the Program Director is the instructor in question, the **Department Chair** will fulfill the responsibilities of the Program Director throughout the appeal process.

- **4.2.6** Within **five (5) business days** of the meeting, the Program Director will prepare a **written decision**, which may:
 - Retain, raise, or lower the grade.
 - Require other appropriate actions.
 - Notify Enrollment Services if a grade change is warranted.
- **4.2.7** The instructor will implement the decision. If the instructor is unavailable, the Program Director is authorized to act on their behalf and update the formal record if necessary.

4.3 Appeal to the Department Chair

- **4.3.1** If the student disagrees with the decision of the Program Director, they may submit a **written appeal to the Department Chair** within **five (5) business days** of receiving the decision.
- **4.3.2** The student must include a compelling rationale for challenging the Director's decision.
- **4.3.3** The Program Director will forward all relevant documentation to the Department Chair.

- **4.3.4** The Chair will review the documentation and may choose to meet with the student, the instructor, and/or the Program Director before making a determination.
- **4.3.5** The Department Chair will issue a written decision within **five (5) business days**, which may uphold, overturn, or revise the prior decision. This decision will be shared with all parties involved, and Enrollment Services will be notified if a grade change is warranted.

4.4 Appeal to the Dean

- **4.4.1** If the student wishes to appeal the Department Chair's decision, the final level of appeal is to the **Dean of the School of Health, Human Services, and Nursing**, in writing, within **five (5) business days**.
- **4.4.2** The student must explain why they are contesting the Chair's decision and submit any new supporting evidence.
- **4.4.3** The Chair will forward all documentation to the Dean.
- **4.4.4** The Dean may consult with the student, instructor, Program Director, or Chair before rendering a decision.
- **4.4.5** The Dean may:
 - o Dismiss the appeal.
 - o Uphold the Chair's decision.
 - o Vary or overturn the decision.
- **4.4.6** The Dean's decision is **final and binding**. The student will receive the decision in writing within **five (5) business days**, with copies provided to the Program Director, instructor, and Chair.

PROGRAM COMPLETION TIMELINE

Program Duration Guidelines The program is designed for completion within 3 years for full-time students, barring exceptional circumstances. There will be a process delineated in the program handbook for both leave of absence and extending past the 3 years. Students requesting a leave of absence either while they are taking their coursework or when they are in the Capstone phase must submit a formal request to be reviewed by the DSW Program administration. Leaves of absence should not exceed 2 years.

Students are expected to graduate from the DSW program within five years of their initial matriculation. Should a student require more time, they may submit an appeal to the Director of the DSW Program for an extension. The Director, in consultation with the DSW Committee, will assess extension requests. If an extension is granted, the student must meet with the Academic Advisor to establish a revised timeline for program completion.

Failure to request a leave of absence or an extension or inability to adhere to the program's timeline requirements will result in the student's administrative dismissal from the program. This termination decision is not subject to appeal.

GRADUATION GPA REQUIREMENT

Graduation Criteria

Students must maintain a cumulative 3.0 GPA or higher, complete the required coursework and the qualifying exam, and successfully defend the capstone. Thus, completing the requirements for graduation.

Advisor/Mentor

All students will be assigned an advisor/mentor in the program's first year until they complete the qualifying exam. At which point, each cohort will be assigned a capstone advisor, which will be the faculty teaching the capstone sequence.

CURRICULUM NARRATIVE

Rationale

The curriculum will be 59 credits and have three key pillars or sequences: Leadership Sequence, Research Sequence, and Research Technologies Sequence. The Lehman College DSW Program utilizes the Council on Social Work Education Accreditation Standards for Professional Practice Doctoral Programs in Social Work criteria for DSW programs nationwide. Students that attend Lehman's DSW program will already have foundational knowledge from CSWE-accredited MSW programs to become doctoral level practitioner-scholars who will develop, translate, and advance social work practice knowledge; engage in systematic inquiry; and apply and disseminate research-informed knowledge, values, ethics, and skills in social work through practice, professional leadership, and teaching.

The underlying theoretical orientation is based on empowerment theories including, but not limited to, Critical Race Theory, Decolonizing Social Work, Settler Colonialism, Black Feminist theories, contemporary leadership, and Complex Adaptive Systems Theory and creating knowledge from diverse voices and underrepresented perspectives. The curriculum is designed to cater to adult learners through a mixture of in-person, synchronous online, asynchronous online (a hybrid model).

The curriculum will be 59 credits with three required sequences.

- Leadership-21 credits
 - SWK 901: Self and Leadership (3 credits)
 - SWK 905: Components of Leadership (3 credits)
 - SWK 910: Institutional Trauma and Leadership (1 credit)
 - SWK 915: Leading During Catastrophic Times (2 credits)
 - SWK 920: Transformative Leadership in a Social Service Agency Setting I (3 credits)
 - SWK 925: Transformative Leadership in a Social Service Agency Setting II (3 credits)
 - SWK 930: Complex Learning Environments (1 credit)
 - SWK 935: Workshops for Conference Presentation or Workshops for Agency Training (1 credit)
 - SWK 940: Writing for Peer Reviewed Journal (1 credit)
 - SWK 945: Grants and Proposal Writing (3 credits)
- Research-12 credits
 - SWK 950: Applied Social Work Research Methods (3 credits)
 - SWK 955: Evaluation Research (3 credits)
 - SWK 960: Introduction to data visualization and R (3 credits)
 - SWK 965: Application of Research Methods and Analytic Techniques (3 credits)
- Research Technologies-20 credits
 - SWK 970: Capstone Seminar & Supervision I (4 credits)
 - SWK 975: Capstone Seminar & Supervision II (4 credits)
 - SWK 980: Capstone Seminar & Supervision III (4 credits)
 - SWK 985: Capstone Seminar & Supervision IV (4 credits)
 - SWK 990: Capstone Seminar & Supervision V (4 credits)

IN ADDITION: Electives (2 courses at other CUNY schools)-6 credits

Table 3: List of Courses, Description and Sequence

Year 1	Credits
Fall Y1	
SWK 901: Course 1: Self and Leadership This course will be the first in a sequence of four leadership courses. Leadership begins with the self of the leader. To this end, in this course students will examine how their positionality and intersectionality – both personally and professionally - shape their worldview and approaches to leadership. Through experiential exercises, students will be guided in developing greater self-awareness of their motivations and sense of purpose in being a leader in this field. The interactions between the individual, relational and organizational levels of leadership will be explored. Emotional competence as a key aspect of leadership will be emphasized. Students will gain greater understanding and appreciation for the unique strengths and challenges each of them brings to relationship building within organizations and with community stakeholder systems. Students will be guided in choosing the best fit between the self, their organization, and community needs and their approaches to leadership to promote their authenticity and effectiveness as social work leaders.	3
SWK 950: Applied Social Work Research Methods: This course will provide all the basic research concepts for quantitative and qualitative research and contain applied exercises to refresh students’ memories about social work research. Understanding that years may have gone by since their last research course we will present all important concepts in brief modules, with short quizzes to ensure that students are retaining the information. The course will be hybrid with a series of asynchronous modules and a few live synchronous or in person meetings. Assignments will be applied, asking students to relate content to their current jobs/positions. For example, in a brief sampling unit, students might be presented with basic concepts about sampling frames and populations. To demonstrate content mastery, the student might need to identify what the population and sampling frame would be if they were doing a study on the population that they work with and including clients or employees of their agency in the study.	3
Elective I (one can be taken at any designated CUNY colleges, e.g., Baruch)	3
Total Credits	9/9

Spring Y1	
SWK 905: Components of Leadership This course will be the second in a sequence of four leadership courses. The course will begin by covering leadership from a historical perspective so that students can understand where we are today by knowing where we have come from. Typical components focused on in the past will be discussed. Potential components of future leadership will be suggested and analyzed by students for the class to generate its own version/vision of today's essential components for effective leadership. Course will pay special attention to important aspects of contemporary thought including participatory and feminist leadership and leadership that supports anti-racism and anti-colonialism. As today's world is ever-changing, attention will be paid to demographic and technological changes, as these are particularly important for today's leaders to understand and anticipate. Students will compare leadership in social work with other disciplines such as business as they challenge old ways of thinking and recognize new ways of knowing.	3
SWK 955: Evaluation Research - this course will build upon the basic research refresher and go into more depth about how research concepts are specifically applied in evaluation research. Lessons on quantitative and qualitative research designs and analytic methods will be specifically tailored to how one might conduct a mixed methods evaluation of an organization or a specific program. Toward the end of this course, we would like to begin to introduce R so that students have some idea what it is and that they will be learning more about it in the next two courses. The purpose and reasoning for the use of R in this context will be discussed. Course assignments will be modernized so that they are not so easily created using AI (Artificial Intelligence).	3
Elective II – to can be taken at designated CUNY colleges, e.g., Baruch (i.e., Using AI as a Tool in Leadership and Research, Budgets, Revenue, and Policy & Politics)	3
Total Credits	9/18

SUMMER Y1	
Two Modules SWK 910: Institutional Trauma and Leadership SWK 915: Leading During Catastrophic Times CEO Topic Related Panel for Leadership Mentoring and Research (invited guests)	1 2
Preliminary Exam	
Total Credits	3/21
Year 2	Credits
Fall Y2	
SWK 920: Transformative Leadership in a Social Service Agency Setting I The two-sequence leadership in action courses will actively engage students in leadership practices across a social service agency's various developmental life cycle stage. Students will analyze, develop, and institute strategies for navigating the potential obstacles and opportunities in an agency's found and frame phase, the ground and grow phase, the produce and sustain phase, and the review and renewal phase. Furthermore, students will analyze agency needs and develop and present an appropriate budget to various stakeholders	3
SWK 960: Introduction to Data Visualization and R - this course will build on the previous 2, teaching students how to use R to analyze data and present it meaningfully. We will provide some basic training in statistics and students will develop an understanding of why they might want to use certain statistics (i.e., descriptives/frequencies, correlations, means comparison, regression). Real examples of existing datasets will be used to demonstrate basic analytic concepts in R. Students will have an opportunity to collect data as part of a larger class assignment. Students will collect quantitative and qualitative data. They will develop mixed methods skills, and we expect the capstone project to be mixed. They will conduct analyses together and small groups may break apart various parts of the data to investigate/analyze. Students will begin to think about how they might frame their capstone project and a pre-capstone pilot. Toward the end of the course, we will introduce Flow - students	3

will learn why technology like this is important to remain competitive related to evaluation in the organizational leadership world.	
SWK 970: Capstone Seminar & Supervision I - Students are expected to develop their literature reviews and develop their IRB (Institutional Review Board) application, which will be submitted in Summer of Y2).	4
Total Credits	10/31
Spring Y2	
SWK 925: Transformative Leadership in a Social Service Agency Setting II The two-sequence leadership in action courses will actively engage students in leadership practices across a social service agency's various developmental life cycle stages. Students will analyze, develop, and institute strategies for navigating the potential obstacles and opportunities in an agency's found and frame phase, the ground, and grow phase, the produce and sustain phase, and the review and renewal phase. Furthermore, students will analyze agency needs and develop and present an appropriate budget to various stakeholders.	3
SWK 965: Application of Research Methods and Analytic Techniques - Students will develop a concept for their capstone project and will pilot this concept, collecting a small amount of data, using R and Flow for analysis and presentation. They will be asked to write a commentary on the pilot and discuss what they might change/shift in the actual capstone project based on what they learned. Students will learn how to present both quantitative and qualitative data.	3
SWK 975: Capstone Seminar & Supervision II (Technology and Electronic portfolio) Students set up their ePortfolio, using the WIX template, which will be a public facing site that will house all the artifacts from their capstone project. Included in this seminar are creating videos, etc. Proposal Defense	4
Total Credits	10/41
SUMMER Y2	

SWK 980: Capstone Seminar & Supervision III (Revise Proposal and Submit to IRB)	4
Total Credits	4/45
Year 3	Credits
Fall Y3	
SWK 985: Capstone Seminar & Supervision IV Data collection and Analysis	4
SWK 945: Grants and Proposal Writing	3
Total Credits	7/52
Spring Y3	
SWK 930: Module 1: Complex Learning Environments (1 credit) This course explores complex issues in teaching and learning environments, emphasizing culturally responsive strategies that promote inclusion, equity, and cultural humility. Students will critically examine classroom dynamics, develop antiracist pedagogical approaches, and implement universal design principles to foster student engagement. The course prepares students to facilitate meaningful discussions, encourage self-examination, and create spaces for respectful debate and growth.	3
SWK 935: Module 2: Workshops for Conference Presentation or Workshops for Agency Training (learn how to write a curriculum and teach it) (1 credit)	
SWK 940: Module 3: Writing for Peer Reviewed Journal Translating your research into shared knowledge (1 credit)	
<i>provides a forum for evaluating individual work and prepares students for conference presentations and for participating in other peer review processes.</i>	

SWK 990: Capstone Seminar & Supervision V: FINAL DEFENSE Select and meet with Topic Related Capstone Advisement --final write up and publication process	4
TOTAL CREDITS	59

EVALUATION/ACCREDITATION STANDARD 5: ASSESSMENT

Core Skills Assessment

Assessment Measures

The DSW program includes three areas of focus (core skills): Leadership, Research, and Research Technology. The development of these core skills among the DSW students will each be assessed twice during the three years of the program as follows:

Leadership: The project for the second-year spring semester's course "Leadership in Action, Part II" will serve as the first assessment tool for this area of focus. A rubric will be created to assess students' attainment of the knowledge, values, and skills of leadership expected of them by the end of the second year. The course instructor will evaluate the students' projects in this regard. The second assessment tool will be the Capstone Project that students complete at the end of the program. A faculty member will evaluate whether each student has achieved the leadership aim of this DSW program according to an established rubric regarding this Capstone Project. For both assessment procedures, benchmarks will be set for determining whether the DSW program is meeting its objectives in educating students in leadership. The results of these two assessments will be reported in aggregate to evaluate whether the DSW program is meeting its leadership goals.

Research: The final assignment for the first-year spring semester's course "Evaluation Research" will be the first assessment tool for this area of focus. The assignments will be evaluated by the course instructor according to an established rubric. This assessment will determine whether the students are attaining the knowledge, values, and skills regarding agency evaluation research at the end of the first year according to the standards of this DSW program. The second assessment measure for research will be the student's final Capstone Project. A faculty member will assess whether each student has attained this DSW program's goals in this regard. Benchmarks will be selected for these two evaluations to determine if the students are attaining the program's research objectives. The findings of these two research assessments will be reported in aggregate as a mechanism to ensure that the DSW program is meeting its goals in this regard.

Research Technology: The final assignment of the second-year fall semester's course, "Introduction to Data Visualization and R" will serve as the first assessment instrument for this core skill. This assignment will be assessed by the course instructor according to a rubric. This evaluation will determine if students are attaining the knowledge, values, and skills expected of them in technology by the end of the fall semester of the second year. The second assessment measure for technology will be the student's final Capstone Project. A faculty member will review Capstone Projects to determine if the program is meeting its goal in this regard. Benchmarks will be established for these two evaluation processes. The results of these two technology assessments will be reported in aggregate to determine if the DSW program is meeting its objectives regarding its core skill.

Assessment Review

The DSW program will designate a faculty member as the "Program Evaluator." This faculty member will ensure that each instructor complies with evaluating the students as described above in a timely manner and will be responsible for analyzing the results of the assessments. The Program Evaluator will then create a summary of the findings of the six assessment instruments and will present these findings to the entire faculty of the DSW program at a designated annual meeting. If the results of any of the leadership, research, and technology evaluations do not meet the benchmarks set for them, the faculty of

the curriculum committees responsible for these three foci of learning will be given three months to create a report on how the deficiency will be ameliorated. The Program Evaluator will ensure that this process will be followed.

The Program Evaluator will also arrange for the procedures and results of each annual assessment to be posted on the DSW program's official website. As the evaluations will be completed during the summer months each year, the website posting will be accomplished by January 1 of the following year.

Program Outcomes

The Program Evaluator of the DSW program will monitor the student retention and completion rates at the end of each academic year and will report this information to the Director of the DSW program, who will submit the PDP Program Outcomes Assessment. For each annual class, a benchmark of 80% will be set for the DSW program retention rate and 70% for students completing the program in the expected 3 years. The Program Evaluator will report this data to the entire faculty at the first DSW Faculty Department Meeting in the Fall semester regarding the prior academic year. If the program is not meeting its benchmarks, a committee will be formed in the fall semester to review measures that can be taken to reach these benchmarks in future academic years. This committee will report their recommendations to the DSW Faculty at a meeting later in the fall Semester. The Program Evaluator will ensure that these recommendations are carried out in the same academic year.

Student Feedback

The DSW program will provide students with the opportunity to express their opinions regarding the program by using a mixed methods survey instrument in each spring semester. Students will be asked to complete a survey that includes both quantitative and qualitative items regarding four areas: a) mentorship; b) leadership development; c) program completion; and d) development and completion of the Capstone Project. The students will not place their names on this survey, and thus their responses will remain anonymous. For the quantitative measures of this survey, benchmarks will be set to determine if the program is meeting its goals in regard to the four areas according to the students' opinions. This survey will also include open-ended qualitative items for students to express their thoughts and feelings about the DSW program in greater depth. The Program Evaluator will analyze the data to determine from the quantitative questions whether the DSW program is meeting its benchmarks in being responsive to students. Furthermore, the Program Evaluator will create a summary of the findings of the qualitative items regarding each of the four areas listed above. The quantitative and qualitative findings will be presented to the faculty at the first DSW faculty department meeting of the following fall semester. The faculty members will discuss the results of this survey and come to a consensus regarding how to address any difficulties students have identified.

FACULTY

Lehman's capacity to initiate a DSW program is based on the Social Work Department's doctoral level prepared faculty with clinical practice and leadership experience in areas that support student education. Faculty members teaching the DSW program possess diverse backgrounds and intellectual perspectives in areas of advanced social work practice. The CVs (Curriculum Vita) of these faculty members, outlining relevant professional and academic experience, are included as Appendix C.

The Social Work Department faculty members for this degree program are the same as those currently teaching in the graduate program. All tenure track faculty hold a doctoral degree, lecturer faculty either

hold doctoral degrees or are enrolled in doctoral programs, and several part-time faculty members hold doctoral degrees and/or have a wealth of clinical and leadership experience in various agency settings. The faculty includes MSWs, LMSWs (licensed master social workers), and LCSWs (Licensed Clinical Social Workers), and other advanced specialized professional credentials. Faculty are qualified to deliver client-centered care in all fields of social work practice, such as but not limited to school social work, health, mental health, child welfare, and substance use. We emphasize evidence-based practice, a trauma-informed, strengths-based, and anti-racist perspective aligned with the CSWE's accreditation standards and the NASW Code of Ethics. Table 4 below identifies the active clinical practices of the Social Work Department faculty for the planned DSW program.

Table 4: Faculty Credentials

Social Work Faculty	Credentials	Academic Area	Expertise
Joy Greenberg (MSW Program Director)	Ph.D., MSW, MBA	Policy, Research, & Administration	Early Childhood Intervention; School Social Work; Leadership
Nicole Saint-Louis (BASW Program Director)	DSW, LCSW	Policy, Research, Practicum	Healthcare; Health Operations and SW Practice; IPE/IPCP; Microaggressions; Anti-Racism; Technology
Evan Senreich	Ph.D., MSW, DDS	Diagnosis, Practice, Research	Substance Misuse; LGBTQIA+; Mental Health
Amanda Sisselman-Borgia	Ph.D., MSW	Policy & Research	Homelessness & YEH, HIV Prevention; Trauma-Informed; Technology
Maurice Vann	Ph.D., MA	Policy & Research	Criminal Justice; Technology; Anti-Racism
Mohan Vinjamuri	Ph.D., MSW	Practice & Human Behavior	LGBTQIA+; Fathers and Adoption; Anti-Racism
Bryan Warde	Ph.D., MSW	Policy, Research, Practice, & Administration	Child Welfare; Family Treatment; Leadership
Brenda Williams-Gray (Department Chair)	DSW, LMSW	Practice, Administration, & Human Behavior	Child Treatment; Leadership; Anti-Racism; Microaggressions

In addition to the current Lehman Social work faculty, two new full-time faculty members at the Assistant or Associate rank will be hired to teach in year one and year three in the DSW program (see Appendix C). A current faculty member will serve as the Director of the DSW program. Additionally, doctorate-level adjunct faculty will also be employed as necessary when students begin working on capstone projects year two through year five. With the inclusion of the new faculty members, adjustments to the current faculty workload will be minimal. A current faculty member will have 3 credits of release time for program evaluation. We will hire a full-time administrative support person to provide academic to students and faculty in the DSW program.

The faculty teaching assignments are outlined in Table # 5 below. All faculty listed teach in the MSW program.

Table 5: Faculty Teaching Assignments

Course #	Course Name	Faculty	Department	Comments
SWK 901	Self and Leadership	TBD	Social Work	
SWK 905	Components of Leadership	TBD	Social Work	
SWK 950	Applied Social Work Research Methods	TBD	Social Work	
SWK 955	Evaluation Research	TBD	Social Work	
SWK 910	Institutional Trauma and Leadership	TBD	Social Work	
SWK 915	Leading During Catastrophic Times (CEO Topic Related Panel for Leadership Mentoring and Research)	TBD	Social Work	
SWK 920	Transformative Leadership in a Social Service Agency Setting I	TBD	Social Work	
SWK 925	Transformative Leadership in a Social Service Agency Setting II	TBD	Social Work	
SWK 960	Introduction to data visualization and R	TBD	Social Work	
SWK 965	Application of Research Methods and Analytic Techniques	TBD	Social Work	
SWK 970	Capstone Seminar & Supervision I	TBD	Social Work	
SWK 975	Capstone Seminar & Supervision II	TBD	Social Work	
SWK 980	Capstone Seminar & Supervision III	TBD	Social Work	
SWK 930	Module 1: Complex Learning Environments	TBD	Social Work	
SWK 935	Module 2: Workshops for Conference Presentation or Workshops for Agency Training	TBD	Social Work	
SWK 940	Module 3: Writing for Peer Reviewed Journal	TBD	Social Work	
SWK 945	Grants & Proposal Writing	TBD	Social Work	
SWK 985	Capstone Seminar & Supervision IV	TBD	Social Work	
SWK 990	Capstone Seminar & Supervision V	TBD	Social Work	
Other Electives	TBD	TBD	TBD	

COST ASSESSMENT

COSTS

Costs will include faculty salary, administrative program support, information technology support, seminar costs, materials/supplies, and accreditation costs. Tuition revenue from student enrollment will support any additional costs for adjunct faculty (see Appendix E: Budget).

Program Funding The program will be fully funded using existing general funds and tuition revenues. No additional funds will be requested (see Appendix E). Existing funds and resources will be reallocated, and external funds will be sought to supplement existing funding.

Resources Required and Available

Faculty The Lehman Department of Social Work has 15 full-time faculty members, of whom 12 (80%) hold doctoral degrees, while the remainder are master's prepared. The Department has several current part-time faculty members who are qualified to teach the new DSW courses. In the first year, one full-time faculty member will be hired to support the program; in the third year, an additional faculty member will be hired as students enter the capstone courses. The program will provide interdisciplinary learning via courses and seminars with faculty from the School of Natural and Social Sciences, the School of Health Sciences, Human Services and Nursing, and members of the social work community at practicum sites.

Institutional Capacity and Support

- Lehman is both a Minority Serving Institution (MSI) and a Hispanic Serving Institution (HSI).
- Lehman has been committed to providing opportunities for students from diverse backgrounds to achieve their dreams and elevate their socio-economic status. The recent inclusion of Lehman among Forbes Magazine's list of top colleges promoting social mobility is one of multiple recent recognitions of the exceptional work of a committed team at Lehman. This would be the fourth doctoral program, highlighting the institution's capacity to support doctoral education, which underscores the college's continuum of knowledge acquisition and development.

HS2N's Capacity and Support

HS2N houses three programs accredited at the national level: Nursing, Speech Language Pathology (SLP), and Social Work, and is home to two of the current doctoral programs at Lehman College. Dean Elgloria Harrison is an unwavering advocate and champion for the creation of the program and for support.

Departmental Capacity

- **Undergraduate and Graduate Programs:**
The Lehman College Social Work Department offers both Undergraduate (BA in SW) and Graduate (MSW) programs, which provide a strong foundation for the development of our proposed DSW Program. The Undergraduate Social Work Program prepares students through a generalist practice curriculum that emphasizes foundational knowledge, values, and skills, as well as critical thinking, advocacy, and leadership. The Advanced-Generalist MSW Program,

established in 2005, includes required courses in both social work supervision and social work administration, further reinforcing leadership development. Our work in creating and teaching leadership curriculum at both levels demonstrates our capacity to extend that expertise into the DSW curriculum. The MSW Program not only has a leadership focus, but also includes senior faculty with deep knowledge, expertise, and teaching experience across multiple domains of practice. While our programs follow a generalist and advanced-generalist philosophy, our faculty bring a wide range of specialized practice expertise, positioning us well to build a rigorous and practice-oriented DSW Program.

- **Faculty Expertise:** Fourteen of our 17 full-time faculty have doctoral degrees. The faculty are dedicated professionals with expertise in social work education, practice, and leadership. They will provide instruction, mentorship, and guidance to DSW students throughout their academic journey. We will have some adjunct faculty who currently serve in leadership positions in local agencies, who will augment the existing departmental faculty.
- **Facilities and Equipment:** The Social Work Department is scheduled to move to a newly renovated space in Davis Hall by September 2025, which will offer state-of-the-art facilities and equipment to support the learning needs of DSW students. This includes classrooms, research labs, computer facilities, and other resources essential for academic success.
- **Library and Instructional Support:** The Leonard Lief Library at Lehman College provides a wealth of resources for DSW students, including access to academic journals, research databases, study spaces, and expert librarians who can assist with research needs. Instructional support is also available through workshops, tutoring services, and academic advising to enhance student learning.

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APPENDICES

Appendix A

Table 6: The CSWE DSW Essentials, Curricular Elements & Competencies

CSWE Practice Doctorate Social Work Program Accreditation Standards	DSW Program Objectives	Courses
Accreditation Standard 1-Program Mission Accreditation Standard 1.0.1: The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with both a practice doctorate program and another social work program have separate mission statements for each program. a. The program provides the program-level mission statement. b. The program describes how the program's mission statement is consistent with the profession's purpose and values. c. The program addresses all program options.	The mission of the Doctoral Degree in Social Work with a specialization in Organizational Leadership, Research, and Research technology at Lehman College is to prepare visionary leaders and scholars who are equipped with the knowledge, skills, and ethical principles needed to address the complex challenges facing contemporary social work organizations. Grounded in social work values and ethics, our program provides advanced education and training that integrates theory, research, and practice, empowering graduates to lead with integrity, innovation, and cultural humility in a rapidly evolving organizational landscape.	
Accreditation Standard 1.0.2: The program's mission statement is consistent with the program's context. a. The program describes its context, including a description of its program options. b. The program describes how the program mission statement is consistent with the program's context. c. The program addresses all program options.	The Lehman College Doctor of Social Work (DSW) program will have a unique focus on leadership, research, and research technology. This program aims to prepare the next generation of social work leaders in urban communities, particularly within the non-profit and governmental sectors. Program Overview: Target Audience: The program is designed for students who already hold a Master's degree in Social Work (MSW), have post-MSW professional experience, and exhibit emerging leadership capabilities. Duration and Credits: It is structured as a three-year program, comprising 59 credits. Course Structure: Students will engage in a comprehensive curriculum that includes advanced courses in social work leadership, research methodologies, and the application of research technologies culminating in an applied capstone project. In addition to the three pillars of the DSW program, students will be able to take elective courses within the social work department and external to the social work department within CUNY.	
Accreditation Standard 2 Anti-Racism, Diversity, Equity, and Inclusion (ADEI) Accreditation Standard 2.0.1: The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion. a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI. b. The program addresses all program options.	The Lehman College Department of Social Work has been immersed in a major anti-racism effort over the last five years, in which the syllabus for every course has been adapted and reevaluated to focus on issues of racism. The DSW program will also have a major anti-racism thrust and will use an adapted version of the current MSW/BA survey to assess ADEI efforts appropriate for a doctoral level program	
Accreditation Standard 2.0.2:	The curriculum integrates principles of ADEI, promoting an inclusive educational environment that addresses systemic inequities	

The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion. a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEL. b. The program addresses all program options.	and prepares students to advocate for social justice in their professional roles.	
Accreditation Standard 3 Explicit Curriculum Accreditation Standard 3.0.1: The program has at least one area(s) of focus that prepares students for substantive expertise beyond the master's level in one or more areas of social work practice. For each area(s) of focus, the program implements the core skills (and any additional skills added by the program). The explicit curriculum is informed by the professional practice community and serves as a foundation for practice. The program provides its area(s) of focus. For each area of focus, the program identifies and provides any additional skills added by the program (if applicable). For each area of focus, the program provides a rationale for its curriculum design. The program describes how each area of focus prepares students for substantive expertise beyond the master's level in one or more areas of social work practice. e. For each area of focus, the program describes how the curriculum ensures opportunities for students to advance practice. f. For each area of focus, the program describes how its curriculum is informed by the professional practice community. For each area of focus, the program submits Form AS D3.0.1. The program provides a syllabus in Volume 2 for each course listed on Form AS D3.0.1 to illustrate how its curriculum content implements the core skills (and any additional skills added by the program) to prepare students for doctoral practice. The program addresses all program options.	Students will engage in a comprehensive curriculum that includes advanced courses in social work leadership, research methodologies, and the application of research technologies culminating in an applied capstone project. In addition to the three pillars of the DSW program, students will be able to take elective courses within the social work department and external to the social work department within CUNY. Key Components: Leadership Development: The program emphasizes cultivating leadership skills tailored to the unique challenges of urban community settings. Assessment: The project for the second-year spring semester's course, "Leadership in Action, Part II," will serve as the first assessment tool for this area of focus. A rubric will be created to assess students' attainment of the knowledge, values, and skills of leadership expected of them by the end of the second year. The course instructor will evaluate the students' projects in this regard. Research Proficiency: Students will gain advanced training in both qualitative and quantitative research methods, enabling them to conduct impactful social work research. Assessment: The final assignment for the first-year spring semester's course, "Evaluation Research," will be the first assessment tool for this area of focus. Assignments will be evaluated by the course instructor according to an established rubric to determine whether the students are attaining the expected knowledge, values, and skills regarding agency evaluation research. Research Technology: A focus on innovative research technologies will equip students with the tools needed to innovate and improve social work practice and policy. Assessment: The final assignment of the second-year fall semester's course, "Introduction to Data Visualization and R," will serve as the first assessment instrument for this core skill. This assignment will be assessed by the course instructor according to a rubric. Capstone Project: The Capstone Project will serve as a critical component for assessing students' development in leadership, research, and research technology.	

	Leadership: A faculty member will evaluate the capstone project according to a rubric that measures the attainment of leadership knowledge, values, and skills. Research: Faculty members will evaluate the capstone projects based on established benchmarks to ensure students meet the program's research objectives. Research Technology: The capstone project will further assess students' proficiency in research technology. The evaluation will determine whether students have effectively utilized technological tools and methodologies in their research. Program Evaluation: Benchmarks will be set for all capstone project evaluations, with results reported in aggregate to evaluate the program's effectiveness in meeting its objectives.	
Accreditation Standard 3.0.2: The program identifies its required academic product(s) which serve as a foundation for practice to demonstrate the core skills related to the area(s) of focus. For each area of focus, the program identifies its required academic product(s). For each area of focus, the program describes how the required academic product(s) serve as a foundation for practice to demonstrate the core skills related to the area of focus. The program addresses all program options.	The Doctoral Degree in Social Work with a specialization in Organizational Leadership, Research, and Research Technology is to be a global leader in advancing organizational excellence, technological innovation, and evidence-based practice within the field of social work. We envision graduates who are equipped to lead with creativity, courage, and compassion, leveraging technology and research to drive organizational effectiveness, promote social justice, and enhance the well-being of individuals, families, and communities worldwide. Through our collaborative efforts, we aspire to shape the future of social work leadership and scholarship, advancing equitable and sustainable positive change in organizations and society. The vision of Lehman College's DSW Program is to engage, educate, and empower transformational social work leaders through innovative partnerships using a social justice-oriented lens. We will prepare social workers who are typically underrepresented to be transformational leaders in a culturally inclusive, ever-changing global context. Our graduates will be transformational leaders that represent the community but are typically underrepresented, with the majority identifying as BIPOC, in executive leadership, of programs that enhance the quality of life and well-being for residents of the Bronx and contribute to a culturally inclusive, ever-changing global context. See 3.0.1	
Accreditation Standard 3.0.3: The program defines leadership in social work practice and explains how its curriculum prepares students to be doctoral leaders in	See 3.0.2 See Curriculum Narrative on pp. 12-18	SWK 901 SWK 950

addressing anti-racism, diversity, equity, and inclusion; scholarship; professional behavior and ethics; and human rights and social, racial, economic, and environmental justice. Program provides its definition of doctoral leadership. For each area of focus, the program describes how its curriculum prepares students to be doctoral leaders in addressing anti-racism, diversity, equity, and inclusion; scholarship; professional behavior and ethics; and human rights and social, racial, economic, and environmental justice.		SWK 910 SWK 915 SWK 920 SWK 925
Accreditation Standard 4 Implicit Curriculum Accreditation Standard 4.1: Student Development – Admissions; Advisement, Mentorship, Retention, and Termination; and Student Participation Accreditation Standard 4.1.1: The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups. a. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups. b. The program addresses all program options.	See Needs and Justification, pp. 7-8	
Accreditation Standard 4.1.2: The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the practice doctorate program must include an earned master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. The program provides its: criteria for admission, which includes an earned master’s degree in social work from a CSWE-accredited program; and at least two years of post-master’s social work degree practice experience in social work; process for the evaluation of applications; admission decision types; and process for the notification of each decision type. The program describes how these admission criteria and processes are articulated. The program addresses all program options.	See Student Needs and Enrollment, pp. 10	
Accreditation Standard 4.1.3: The program has policies for the transfer of social work course credit. a. The program provides its policies for the transfer of social work course credit. b. The program describes how the policy is articulated. c. The program addresses all program options.	See Student Interest/Enrollment, p. 10	
Accreditation Standard 4.1.4: The program does not grant social work course credit for life experience or previous work experience.	This is articulated in our admissions criteria. See p. 10	

The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience. The program describes how this policy is articulated. The program addresses all program options.		
Advising, Mentorship, Retention, and Termination Accreditation Standard 4.1.5: The program has policies for academic advising and mentorship. Mentorship is provided by social work program faculty. The program provides its policy for academic advising. The program provides its policy for mentorship, including that mentorship is provided by social work program faculty. c. The program explains how academic advising and mentorship are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups. The program discusses that academic advising and mentorship are sufficient to meet the needs of students. The program describes how these policies are articulated. The program addresses all program options.	Advising is done as part of the DSW Seminar Courses. At the 800 level, advising will be done by the assigned faculty member. See p. 12 See Curriculum Narrative on pp. 12-18	SWK 970 SWK 975 SWK 980 SWK 985
Accreditation Standard 4.1.6: The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program. a. The program provides its policies for evaluating academic performance. b. The program provides its policies for evaluating professional performance. c. The program provides its policies for student termination from the program. d. The program provides its policies related to due process for reasons of academic performance. e. The program provides its policies related to due process for reasons of professional performance. f. The program provides its policies related to due process for reasons of student termination from the program. g. The program describes how these policies are articulated. h. The program addresses all program options.	See Academic Performance and Progress. Further development will be included in the Program Policy and Procedure Manual. See pp. 11-12	
Student Participation Accreditation Standard 4.1.7: The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum. a. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum. b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.	See Student Feedback on pp. 21-22 Further development will be included in the Program Policy and Procedure Manual.	

The program describes how these policies are articulated. The program addresses all program options.		
Accreditation Standard 4.2: Faculty Accreditation Standard 4.2.1: The doctoral practice social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the practice doctorate program. Inclusive of all program options, all faculty who teach in the program have doctoral degrees and the majority of the faculty who teach in the program have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work. a. The program submits Form AS D4.2.1 (PDP Faculty Summary Form). b. The program submits a PDP Faculty Data Form for each full- and part-time doctoral practice social work program faculty member. c. The program identifies the total number of full-time faculty with full-time appointment in social work whose principal assignment is to the doctoral practice program. d. The program identifies the faculty who teach in the program and: i. Affirms that all faculty who teach in the program have doctoral degrees; and ii. Identifies the number of faculty who teach in the program that have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work. e. The program includes faculty for all program options.	See Proposal pp. 22-23 and Appendix C, D, & E	
Accreditation Standard 4.2.2: The practice doctorate program explains how faculty size is sufficient in number to fulfill the following essential program functions: recruitment; enrollment; advising; mentorship; student engagement; retention; curriculum development; teaching; research; scholarship; supervision of student academic product(s); assessment of the core skills; service on institutional or program committees; program management; course offerings and class sizes sufficient to meet program mission and area(s) of focus; and monitoring and evaluation of student progress. The program provides its full-time equivalent faculty-to-student ratio. The program describes how this ratio is calculated. The program explains how faculty size is sufficient in number to fulfill the following essential program functions: i. recruitment; ii. enrollment; iii. advising; iv. mentorship; v. student engagement; vi. retention; vii. curriculum viii. development; ix. teaching; x. research; xi. scholarship; xii. supervision of student academic product(s); xiii. assessment of the core skills; xiv. service on institutional or program committees; xv. program management; program options; xvi. course offerings sufficient to meet program mission and area(s) of focus;	We are proposing that the first two cohorts will be 10 students each and will increase to 15 in the third year, at which point we will hire the second full-time faculty. See Proposal pp. 22-23 and Appendix C, D, & E The full-time Program Director will have the chief responsibility for leading/directing activities around recruitment, enrollment, curriculum development, and program management with support from the social work department and HS2N.	

xvii. class sizes sufficient to meet program mission and area(s) of focus; and xviii. monitoring and evaluation of student progress.		
Accreditation Standard 4.3: Administrative and Governance Structure Accreditation Standard 4.3.1: The program has the necessary autonomy to achieve its mission. a. The program provides an organizational chart of its administrative structure. b. The program describes how it has the necessary autonomy to achieve its mission. c. The program addresses all program options.	The program has autonomy to carry out its mission with the support of Dean of HS2N. An organizational chart will be created.	
Accreditation Standard 4.3.2: The social work faculty has responsibility for defining program curriculum consistent with the <i>Practice Doctorate Accreditation Standards</i> . The program describes how the social work faculty has responsibility for defining program curriculum consistent with the <i>Practice Doctorate Accreditation Standards</i> .	See pp. 12-18 and Appendix B	
Accreditation Standard 4.3.3: The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel. a. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the: i. recruitment and hiring of program personnel; ii. retention of program personnel; iii. promotion of program personnel; and iv. tenure of program personnel (if applicable). b. The program addresses all program options.	The Social Work Department Personnel & Budget (P & B) committee and the DSW planning committee will be responsible for ensuring that this standard is accomplished in conjunction with the Lehman College HR Department.	
Program Director Accreditation Standard 4.3.4(a): The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a primary assignment to the program they administer. Institutions with both a practice doctorate program and another social work program have separate directors appointed for each program. The program identifies the program director who administers all program options. b. The program provides documentation that the program director has a full-time appointment to the doctoral practice social work program. c. Institutions with both a practice doctorate program and another social work program identify the separate directors appointed to each program.	Yes. A program director will be hired to carry out the duties as described. The program director will be either a new hire or an existing member of the social work faculty who will be appointed full-time in this role.	
Accreditation Standard 4.3.4(b): The practice doctorate program director has a doctoral degree, preferably in social work, a master's degree in social work from a CSWE-accredited program, and at least two years of post-master's social work degree practice experience in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.	See 4.3.4a	

The program attests that the program director has: a doctoral degree in social work; a master's degree in social work from a CSWE-accredited program; and iii. at least two years of post-master's social work degree practice experience in social work. The program describes the program director's ability to provide leadership to the social work program.		
Accreditation Standard 4.3.4(c): The practice doctorate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program. The program provides the program director's workload. The program describes the procedures for calculating the program director's assigned time to administer the master's social work program. The program provides the program director's percentage of assigned time to administer the doctoral social work program. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.	See Table 7, Appendix C & Table 8 See pp. 68, 70-142, and 143 respectively.	
Accreditation Standard 4.4: Resources Accreditation Standard 4.4.1: The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission. The program describes the process for budget development and administration it uses to: achieve its mission, and continuously improve the program. The program submits a program-level Form AS D4.4.1 (PDP Budget Form) for the doctoral practice social work program. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program. The program addresses all program options.	Institutional Capacity & Support Cost Assessment See pp. 24-25, See Table 9 on p. 143 See the Dean's Letter of Support in Appendix E on p. 143	
Accreditation Standard 4.4.2: The program has sufficient support staff to carry out its educational activities and achieve its mission. a. The program describes its support staff or other personnel structure. b. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission. c. The program addresses all program options.	Institutional Capacity & Support Cost Assessment See pp. 24-25, See Table 9 on p. 143 See the Dean's Letter of Support in Appendix E on p. 143	
Accreditation Standard 4.4.3: The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission. a. The program submits Form AS D4.4.3 (PDP Library Report) to d	See Institutional Capacity & Support Departmental Capacity Library & Instructional Support on pp. 25-26	

b. The program describes whether its library resources are sufficient to achieve its mission. c. The program addresses all program options.		
Accreditation Standard 4.4.4: The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission. The program describes its: i. technological access; ii. technology support; and iii. office and classroom space (if applicable). b. The program describes whether these resources are sufficient to achieve its mission. c. The program addresses all program options.	See Institutional Capacity & Support HS2N Capacity & Support Departmental Capacity On pp. 25-26	
Accreditation Standard 4.4.5: The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students. a. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including: i. supportive technology, ii. student services, and iii. physical spaces (if applicable). b. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students. c. The program addresses all program options.	See Institutional Capacity & Support HS2N Capacity & Support Departmental Capacity On pp. 25-26 The floor plans for the new Social Work Departmental Offices, Common Space, Computer Lab and Conference Room, which will be located in Davis Hall on the first floor, are available upon request.	
Accreditation Standard 5 Assessment Core Skills Assessment Accreditation Standard 5.0.1(a): The program has a systematic plan for ongoing assessment of student achievement of the core skills (and any additional skills added by the program) for each area of focus. The program assesses each core skill, using at least two instruments. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each core skill are determined by the program. Student core skills must be assessed by program faculty. The program submits Form AS D5.0.1(a) (PDP Student Achievement Assessment Plan). The plan includes: a i. a description of at least two instruments that assess each core skill (and any additional skills added by the program). At least one of the assessment instruments is based on student demonstration of core skills by completing the required academic product(s). a how each instrument is implemented; a when each core skill is assessed; a by whom each core skill is assessed; an explanation of the expected level of student achievement, including: the expected level of achievement of each core skill for each instrument;	See Evaluation & Assessment on pp. 19-21	

• how the program calculates student achievement for each instrument; • how the program calculates student achievement for each core skill, including all instruments used; and • copies of all instruments used to assess the core skills (and any additional skills added by the program), including assignment descriptions, scoring rubrics, and other relevant materials. • The program addresses all program options.		
Accreditation Standard 5.0.1(b): The program has a method of analyzing outcomes for the core skills (and any additional skills added by the program) in its assessment plan. a. The program submits Form AS D5.0.1(b) (PDP Student Achievement of Assessment Outcomes) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a). b. The program provides the calculations for the core skills (and any additional skills added by the program), including all instruments. c. The program provides its outcomes in relation to its expected level of student achievement for each core skill. d. The program provides outcomes for each program option and in aggregate.	See Evaluation & Assessment on pp. 19-21	
Accreditation Standard 5.0.1(c): The program has a process to formally review its assessment plan and outcomes related to student achievement of the core skills (and any additional skills added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data. a. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the core skills (and any additional skills added by the program). The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data. The program addresses all program options.	See Evaluation & Assessment on pp. 19-21	
Accreditation Standard 5.0.1(d): The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS D5.01(d). The findings are updated every two years, at minimum. The program submits Form AS D5.01(d) (PDP Public Reporting of Assessment Outcomes) to report its assessment plan and most recent assessment summary outcomes. The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed. The program provides outcomes for each program option and in aggregate.	See Evaluation & Assessment on pp. 19-21	
ADEI Assessment	See Evaluation & Assessment on pp. 19-21	

Accreditation Standard 5.0.2(a): The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum. a. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2. b. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved. c. The program explains its data collection procedures. d. The program provides copies of all instruments used to assess ADEI efforts. e. The program addresses all program options.		
Accreditation Standard 5.0.2(b): The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data. a. The program presents its ADEI assessment outcomes from the most recent year. b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a). c. The program describes the processes used to formally review its ADEI assessment outcomes. d. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(b), with clear links to the data. e. The program addresses all program options.	See Evaluation & Assessment on pp. 19-21	
Program Outcomes Accreditation Standard 5.0.3: The program monitors its program outcomes through retention rates and time to program completion. The annual collection period and benchmarks for retention rates and time to program completion are determined by the program. a. The program submits Form AS D5.0.3 (PDP Program Outcomes Assessment). b. The program provides the program-determined benchmarks for its retention rates and time to program completion. c. The program provides the benchmark rationale for its retention rates and time to program completion. d. The program explains how it calculates its retention rates and time to program completion. e. The program provides a minimum of the three most recent years of available retention rates and time to program completion and presents the data. f. Data are reported for each program option and in aggregate, including all program options. The program explains how these data are used for continuous program improvement and decision making for improving retention rates and time to program completion.	See Evaluation & Assessment on pp. 19-21	

Student Feedback Accreditation Standard 5.0.4(a): The program provides opportunities for current students and graduates to provide feedback on the student experience, including mentorship, leadership development, process of completing the academic product(s), and any additional program components selected by the practice doctorate program. a. The program explains its feedback plan for current students and graduates, identifying opportunities to provide feedback on the student experience, including a. mentorship; b. leadership development; c. process of completing the academic product(s); and d. any additional program components selected by the practice doctorate program. b. The program explains its data collection procedures, including how each opportunity is implemented, when opportunity occurs, and by whom student feedback is collected. c. The program provides copies of all mechanisms used to collect feedback. d. The program addresses all program options.	See Evaluation & Assessment on pp. 19-21	
Accreditation Standard 5.0.4(b): The program has a process to formally review its current student and graduate feedback. The program makes specific changes to its program based on its feedback, with clear links to data. a. The program presents its student feedback findings from the most recent year. b. The program describes the processes used to formally review its student feedback plan as presented in Accreditation Standard 5.0.4(a). c. The program describes the processes used to formally review its student feedback findings. d. The program describes specific changes made to the student experience based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(b), with clear links to the findings. e. The program addresses all program options.	See Evaluation & Assessment on pp. 19-21	

Appendix B
Proposed Course Syllabi

Appendix B.0.1 The State Education Department/USNY Doctoral Proposal Cover Page



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

Office of Higher Education
Office of College and University Evaluation
Doctoral Proposal Cover Page

A. Name of institution:
Lehman College/ CUNY

Specify campus where program will be offered, if other than the main campus:

CEO or designee

Name and title: Jorge Silva-
Puras, Provost and Elgloria
Harrison, Dean, Health Services,
Human Services & Nursing
(HS2N)

Signature and date:

THE SIGNATURE OF THE INSTITUTIONAL REPRESENTATIVE INDICATES THE INSTITUTION'S
COMMITMENT TO SUPPORT THE PROPOSED PROGRAM.

Contact person, if different

Name and title: Brenda Williams-
Gray

Telephone: 718-960-
7862/8192

Fax:

E-mail: [Brend.williams-
gray@Lehman.cuny.edu](mailto:Brend.williams-gray@Lehman.cuny.edu)

Proposed doctoral program title:
Doctor of Social Work (DSW)
Program

Proposed degree or other
award:

Doctorate in Social Work (DSW)

Proposed HEGIS code2104.00

Total program credits: 59

Program Format: Full-time or Part-time: Full-time

If the program will be offered jointly with another institution, name and address of the institution/branch below: NA

IF THE OTHER INSTITUTION IS DEGREE-GRANTING, ATTACH A CONTRACT OR LETTER OF AGREEMENT SIGNED BY THAT INSTITUTION'S CEO. IF IT IS NON-DEGREE-GRANTING, REFER TO MEMORANDUM TO CHIEF EXECUTIVE OFFICERS No. 94-04. CONTACT THIS OFFICE IF YOU WOULD LIKE TO RECEIVE A COPY.

Appendix B.0.2

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: Doctor of Social Work (DSW) Program

Hegis Number:

Program Code:

Effective Term: Fall 2026

1. **Type of Change**: Addition of bulletin description for new approved degree
2. **From**: Not applicable
3. **To**: **Doctor of Social Work (DSW) (59 credits)**

- **PURPOSE AND GOALS**

The DSW Program is designed for post-MSW candidates with five or more years of proven administrative experience and who are underrepresented in higher-level executive leadership positions in social work agencies. This program has an organizational leadership focus, to attract social work leaders working with the Bronx and greater New York urban communities. The program will have three major foci—organizational leadership, research, and research technology. Each course will be scaffolded within the program to allow progressive knowledge accumulation.

Lehman College, the only public 4-year college in the Bronx, has been rated among the top institutions of higher education for improving social mobility. Lehman's goals and strategic plan prioritize improving economic conditions of students and serving as a hub of culture and knowledge for the Bronx. Our proposed doctoral program will contribute to the mission and overall goals of Lehman College by providing students with the knowledge and experience necessary to be successful at the highest levels of organizational leadership. Students who leave the Lehman College DSW program will be prepared to lead non-profits and other public and private sector organizations serving the most vulnerable, by empowering the community and building on individual and family strengths.

- **Table 1: Program Goals**

Goal	Description
Educate, Empower, and Engage Students for Global Society Participation and Career Advancement	- Cultivate advanced leadership skills for complex environments.

Goal	Description
	- Provide transformative, experiential education reflecting 21st-century challenges and digital equity.
Integrate Technology into Organizational Practice	- Provide training in technology, data analytics, and digital innovation for efficiency and effectiveness in social work settings. - Utilize innovative pedagogy and evidence-based practices.
Embrace the Spirit of Community Engagement	- Advance social justice through research, scholarship, and pedagogy. - Encourage interdisciplinary collaboration to address social challenges and promote positive outcomes.
Promote Ethical Leadership	- Instill ethical leadership, cultural relevance/humility, and inclusivity for integrity and social justice advocacy.

- **Mission Statement:**

The mission of the Doctoral Degree in Social Work with a specialization in Organizational Leadership, Research, and Research technology at Lehman College is to prepare visionary leaders and scholars who are equipped with the knowledge, skills, and ethical principles needed to address the complex challenges facing contemporary social work organizations. Grounded in social work values and ethics, our program provides advanced education and training that integrates theory, research, and practice, empowering graduates to lead with integrity, innovation, and cultural humility in a rapidly evolving organizational landscape.

- **Vision Statement:**

Our vision for the Doctoral Degree in Social Work with a specialization in Organizational Leadership, Research, and Research Technology is to be a global leader in advancing organizational excellence, technological innovation, and evidence-based practice within the field of social work. We envision graduates who are equipped to lead with creativity, courage, and compassion, leveraging technology and research to drive organizational effectiveness, promote social justice, and enhance the well-being of individuals, families, and communities worldwide. Through our collaborative efforts, we aspire to shape the future of social work leadership and scholarship, advancing equitable and sustainable positive change in organizations and society.

Admission Information for the DSW Program

- All applicants to this program must have a master's degree in social work from a CSWE accredited social work program, with a graduate grade point average of 3.5 or higher, based on a 4-point scale, be licensed, LMSW or LCSW, and have a minimum of five years post-MSW practice experience, three of which must be in a leadership position within a social service agency, supervisory position or above.

- All applicants will be required to submit a detailed curriculum vita (CV), a positionality and social location statement, three professional letters of recommendations attesting to leadership qualities and positions held, as well as a case study analysis: Transforming a Social Service Agency Brand.
- Students will be expected to complete all credits associated with the Lehman program. The transfer credits will be recognized but will not apply to the graduate requirements. The program does not grant social work course credit for life experience or previous work experience.

Program Overview

Lehman College's Department of Social Work faculty is proposing a Doctor of Social Work (DSW) program with a unique focus on leadership, research, and research technology. This program aims to prepare the next generation of social work leaders in urban communities, particularly within the non-profit and governmental sectors.

- **Target Audience:** The program is designed for students who already hold a master's degree in social work (MSW), have post-MSW professional experience, and exhibit emerging leadership capabilities.
- **Duration and Credits:** It is structured as a three-year program, comprising 59 credits.
- **Course Structure:** Students will engage in a comprehensive curriculum that includes advanced courses in social work leadership, research methodologies, and the application of research technologies culminating in an applied capstone project. In addition to the three pillars of the DSW program, students will be able to take elective courses within the social work department and external to the social work department within CUNY.

Key Components:

5. **Leadership Development:** The program emphasizes cultivating leadership skills tailored to the unique challenges of urban community settings.
6. **Research Proficiency:** Students will gain advanced training in both qualitative and quantitative research methods, enabling them to conduct impactful social work research.
7. **Research Technology:** A focus on innovative research technologies will equip students with the tools needed to innovate and improve social work practice and policy.
8. **Capstone Project:** The Capstone Project will serve as a critical component for assessing students' development in leadership, research, and research technology.

Program Plan

The following is a listing by semester of courses that comprise the 59 credit Doctor of Social Work (DSW) Program:

<u>Courses by Year & Semester</u>	<u>Credits</u>
<u>Semester 1-Fall of Year 1</u>	
SWK-901: Self and Leadership	3

SWK-950: Applied Social Work Research Methods	3
Elective I: (Can be taken at any CUNY college, e.g. Baruch)	3
<u>Semester 2-Spring of Year 1</u>	
SWK-905: Components of Leadership	3
SWK-955: Evaluation Research	3
Elective II: (Can be taken at any CUNY college, e.g. Baruch)	3
<u>Semester 3-Summer of Year 1</u>	
SWK 910: Institutional Trauma and Leadership	1
SWK-915: Leading During Catastrophic Times	2
<u>Semester 4-Fall of Year 2</u>	
SWK-920: Transformative Leadership in Social Service Agencies I	3
SWK-960: Introduction to Data Visualization and R	3
SWK-970: Capstone Seminar & Supervision I	4
<u>Semester 5-Spring of Year 2</u>	
SWK-925: Transformative Leadership in Social Service Agencies II	3
SWK-965: Application of Research Methods and Analytic Techniques	3
SWK-975: Capstone Seminar & Supervision II	4
<u>Semester 6: Summer of Year 2</u>	
SWK-980: Capstone Seminar & Supervision III	4
<u>Semester 7: Fall of Year 3</u>	
SWK-945: Grants and Proposal Writing	3
SWK-985: Capstone Seminar & Supervision IV	4
<u>Semester 8: Spring of Year 3</u>	
SWK-930: Complex Learning Environments	1
SWK-935: Workshops for Conference Presentation of Workshops for Agency Training	1
SWK-940: Writing for Peer Reviewed Journal	1
SWK-990: Capstone Seminar & Supervision	4

4. Rationale for the Doctor of Social Work (DSW) Program at Lehman College

The Doctor of Social Work (DSW) program at Lehman College is designed to prepare advanced practitioners for leadership roles in social service organizations. This program aligns with the Council on Social Work Education (CSWE) accreditation standards and fulfills a critical need for social workers trained in leadership, research, and research technology. The DSW program was approved by the Lehman College Department of Social Work on September 4, 2024, and received official approval from the New York State Education

Department (NYSED) on [DATE]. This proposal includes the required text for inclusion in the college bulletin.

Justification and Need

Social work as a profession increasingly demands advanced competencies in leadership, research, and data-driven decision-making. Many social service organizations are led by professionals from disciplines other than social work, often resulting in a lack of social work perspectives at the highest levels of decision-making. The DSW program at Lehman College seeks to fill this gap by preparing social work professionals to take on executive leadership roles, thereby enhancing organizational effectiveness and service delivery in the Bronx and beyond.

The Bronx, one of the most diverse and economically challenged communities in the country, faces significant social and economic disparities. By training social work leaders who understand the unique needs of urban communities, this program will contribute to social justice initiatives and improve outcomes for vulnerable populations. The program will particularly focus on fostering leadership among Black, Brown, Indigenous, and People of Color (BBIPOC), who remain underrepresented in social work executive positions.

Program Learning Outcomes

Graduates of the DSW program will achieve the following learning outcomes:

1. **Leadership Development:** Graduates will cultivate advanced leadership skills necessary for navigating complex social service environments and advocating for systemic change.
2. **Research Proficiency:** Students will gain expertise in qualitative and quantitative research methodologies, equipping them to conduct impactful studies that inform social work practice and policy.
3. **Research Technology Integration:** Graduates will develop competencies in data visualization, statistical software (such as R), and digital tools to enhance decision-making and program evaluation.
4. **Organizational Innovation:** Students will apply contemporary social work theories, including Critical Race Theory, Decolonizing Social Work, and Black Feminist Thought, to foster innovation in human service organizations.
5. **Ethical Decision-Making:** Graduates will demonstrate a commitment to ethical leadership, cultural humility, and social justice in their professional practice.
6. **Applied Scholarship:** Through a rigorous capstone project, students will integrate leadership, research, and research technology skills to address real-world challenges in social work practice.
7. **Pedagogical Competency:** Graduates will be prepared to teach social work courses and mentor the next generation of practitioners, ensuring a sustainable pipeline of skilled social workers.

Alignment with Institutional Mission

Lehman College has a long-standing commitment to advancing social mobility and serving as an educational hub for the Bronx. The proposed DSW program aligns with the college's strategic plan by fostering leadership, research, and technological innovation in social work. Additionally, the program strengthens Lehman College's role as a Minority-Serving Institution (MSI) and Hispanic-Serving Institution (HSI), ensuring that students from diverse backgrounds have access to doctoral-level education and leadership opportunities.

Conclusion

The Lehman College DSW program is a transformative initiative that will empower social workers to lead, innovate, and advocate for social justice in urban communities. By integrating leadership, research, and research technology, this program will equip graduates with the skills necessary to drive meaningful change in the social work profession. The approval of this program by the NYSED marks a significant milestone, reinforcing Lehman College's commitment to excellence in social work education and community impact.

5. Date of departmental approval: September 4, 2024

Appendix B.1.1. SWK 901

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. **Type of Change:** New Course

2. **Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership
Course Prefix & Number	SWK-901
Course Title	Self and Leadership
Description	In this course, students will examine how their positionality and intersectionality – both personally and professionally - shape their worldview and approaches to leadership. Through experiential exercises, students will be guided in developing greater self-awareness of their motivations and sense of purpose in being leaders in the social work profession.
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

Through this course, students will gain a greater understanding and appreciation of the unique strengths and challenges each of them brings to relationship building within organizations and with community stakeholder systems. Students will be guided in choosing the best fit between their selves, their organization, and community needs and their approaches to leadership to promote their authenticity and effectiveness as social work leaders.

4. **Learning Outcomes:**

- Gain a greater understanding of their leadership roles and behaviors so they can interact in organizational and community stakeholder systems more effectively
- Build their own relational capacity and that of team members
- Integrate multiple sources of knowledge as leaders and encourage others to do
- Develop greater self-awareness of one's motivations, strengths, and challenges in leadership positions
- Examine how their positionality and intersectionality both personally and professionally shape their worldview and approaches to leadership
- Build greater emotional competence/intelligence knowledge and skills
- Prioritize creating inclusive and socially just organizational cultures
- Identify leadership approaches that could be a best fit between self, organization, and community

5. **Date of departmental approval: 09/04/24**

Appendix B.1.2 SWK 901

SWK 901 The Self and Leadership

Course Description This course is the first in a sequence of four leadership courses. Leadership begins with the self of the leader. To this end, students will be provided with frameworks for understanding themselves in relation to being in leadership roles. Students will examine how their positionality and intersectionality – both personally and professionally - shape their worldview and approaches to leadership. Through experiential exercises, students will be guided in developing greater self-awareness of their motivations and sense of purpose in being a leader in this field. The interactions between the individual, relational and organizational levels of leadership will be explored. Emotional competence as a key aspect of leadership will be emphasized. Students will gain greater understanding and appreciation for the unique strengths and challenges each of them brings to relationship building within organizations and with community stakeholder systems. Students will be guided in choosing the best fit between the self, their organization, and community needs and their approaches to leadership to promote their authenticity and effectiveness as leaders in social work.

Hours & Credits 3 hours; 3 credits

Prerequisites None

Learning Outcomes Upon completing this course, students will:

- Gain a greater understanding of their leadership roles and behaviors so they can interact in organizational and community stakeholder systems more effectively.
- Build their own relational capacity and that of team members
- Integrate multiple sources of knowledge as leaders and encourage others to do so
- Develop greater self-awareness of one's motivations, strengths, and challenges in leadership positions
- Examine how their positionality and intersectionality both personally and professionally shape their worldview and approaches to leadership
- Build greater emotional competence/intelligence knowledge and skills
- Prioritize creating inclusive and socially just organizational cultures
- Identify leadership approaches that could be a best fit between self, organization, and community

Texts /Readings (These are under consideration – have not gone through them)

Abramovitz M. & Zelnick J.R. (2022). Structural racism, managerialism, and the future of the human services: Rewriting the rules. *Social Work*, 67(1), 8-16.

Carroll, B., Levy, L., & Richmond, D. (2008). Leadership as practice: Challenging the competency paradigm. *Leadership*, 4(4), 363-379.

One or two chapters from Burghardt S. (2021). *The end of social work: A defense of the social worker in times of transformation*. Cognella.

Moorosi, Kay Fuller, Elizabeth Reilly Leadership, and intersectionality: Constructions of successful leadership among Black women school principals in three different contexts, *Management in Education*, 2018, Vol. 32(4) 152–159

Rodgers S.T. & Lopez-Humphreys M. (2020). Social work leadership: Grand challenges for black women. *Social Work* 65(4), 397-400

Leadership Learning Community (2010). *Leadership and race: How to develop and support leadership that contributes to racial justice*. Oakland CA.

Ospina, S, & Su, C. (2009). Weaving color lines: Race, ethnicity, and the work of leadership in social change organizations. *Leadership*, 5(2), 131-170.

Trevithick, P. (2014). Humanising managerialism: Reclaiming emotional reasoning, intuition, the relationship, and knowledge and skills in social work. *Journal of Social Work Practice*, 28(3), 287-311.

Does Emotional Social Competence Foster Team Climate? Abha Bhartia V. Vijayalakshmi

How Emotional Intelligence Makes Leaders More Impactful | Gemma Garcia Godall | TEDxIESEBarcelona. <https://www.youtube.com/watch?v=75obHtjUsG8>

Heifetz, R.A., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston: Harvard Business Press.

Heifetz, R.A., & Linsky, M. (2002). *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston: Harvard Business School Press.

Chapters from Lausell Bryant, L. & Coltoff, P. (2021). *Social Work: A Call to Action*. New York: NYU Silver School of Social Work

Videos: Leadership vs Authority: <https://www.youtube.com/watch?v=wbpEAbRLGDo>

Adaptive vs Technical Challenges: <https://www.youtube.com/watch?v=UwWylUIvmo> Recommended Readings:

Bryant, A. (2014). *Quick and Nimble: Lessons from leading CEOs on How to Create a Culture of Innovation*. New York: Times Books.

Ahmad, A. & O'Doherty, H. (2018). *Thriving as one global family: Leadership beyond the nation state. Evolving leadership for collective wellbeing*.

Carroll, B., Levy, L. & Richmond, D. (2008). *Leadership as Practice: Challenging the Competency Framework*. Los Angeles, Sage. Vol.4(4).

Corazzini, K.N., Anderson, R.A., Day, L. McConnell, E.S., Mueller, C. & McKinney, S.H. (2013). When a Situation is “not black or white.” Using adaptive leadership to address complex challenges in nursing home care. *Director*, 21(4), 34-37.

Ehrlichman, E. & Sawyer, D. (2016). *The Tactics of Trust*. Stanford Social Innovation Review. Ehrlichman, E., Sawyer, D. & Spence, M. (2018).

Cutting through the complexity: a roadmap for effective collaboration. Stanford Social Innovation Review. Heifetz, R., Kania, J. and Kramer, M. (2004).

Leading boldly. Stanford Social Innovation Review, pp. 21-31.

Larson, Colleen L. & Murtadha, K. (2002). Leadership for social justice. *Yearbook of the National Society for the Study of Education*, Vol. 101(1), pp. 131-164.

Ospina, S. & Su, C. (2009). Weaving color lines: race, ethnicity, and the work of leadership in social change organizations. *Leadership*, 5(2), pp. 131-170.

Russakoff, D. (2014). *Schooled: Cory Booker, Chris Christie, and Mark Zuckerberg had a plan to reform Newark’s schools. They got an education*. The New Yorker, pp. 58-74.

Sukheral, J., Milne, A., Pim W., Teunissen, P., Lingard, L., & Watling, C. (2018). Adaptive reinventing: implicit bias and the co-construction of social change, *Advances in Health Science Education*, 23:587–599.

Ospina S. & Foldy, E. (2010). Building Bridges from the Margins: The Work of Leadership in Social Change Organizations. *Leadership Quarterly*, 21, 292-307.

Burey J. A. (November 2020). *The myth of bringing your full, authentic self to work* [Video]. Ted Conferences.
https://www.ted.com/talks/jodi_ann_burey_the_myth_of_bringing_your_full_authentic_self_to_work?language=en

Assessment/Grading	Reflection journals	20%
	Papers	40%
	Presentations	40%

Weekly Topics

Unit I: Overview of orienting frameworks: Establishing a framework for understanding ourselves in relation to leadership (Week 1)

- Positionality
- Intersectionality
- Meaning/purpose
- Structural issues
- History

Unit II: Positionality and Intersectionality and their relationship to leadership (Weeks 2 and 3)

Unit III: Identifying our intention, meaning, motivation and purpose (Weeks 4 and 5)

Unit IV: Structural racism, sexism, and classism as factors affecting leadership (Weeks 6 and 7)

- Critical race theory
- Feminist theories
- Other theories

Unit V: How our personal histories impact how we walk into leadership roles/positions (Week 8)

- What are people walking in with – we are taught certain things about we approach/react/see ourselves

Unit VI: Emotional intelligence as a key element of social work leadership (Weeks 9-12)

- Unit VI(A): Self-Awareness - The ability to know emotions, your strengths, and weaknesses, and recognize their impact on performance and relationships.
- Unit VI(B): Self-Management: The ability to control both positive and negative emotions and impulses and be flexible and adaptive as situations warrant.
- Unit VI(C): Social Awareness: The ability to have empathy for others, navigate politically, and network proactively.
- Unit VI(D): Relationship Management: The ability to inspire through persuasive communication, motivation, building bonds, and disarming conflict among individuals.

Unit VII: Maintaining a holding environment as a leader in an organization (Weeks 13-14)

Appendix B.2.1 SWK 905**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK****DEPARTMENT OF SOCIAL WORK****CURRICULUM CHANGE****1. Type of Change:** New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership
Course Prefix & Number	SWK 905
Course Title	Components of Leadership
Description	This course covers leadership from a historical perspective so that students can understand where we are today by knowing where we have come from. Potential components of future leadership will be analyzed by students to generate their own vision of today's essential components of effective leadership. The course will pay special attention to important aspects of contemporary thought including participatory and feminist leadership, as well as leadership that supports anti-racism and anti-colonialism.
Pre/ Co Requisites	SWK 901
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

As this doctoral program's central purpose is for students to enhance their leadership roles in social work agencies, this course focuses on leadership in both historical and future contexts from an anti-racism perspective. This course also encourages students to formulate their own views of leadership that they can follow in their future administrative capacities.

4. **Learning Outcomes:**

- Identify historical trends in leadership in human services
- Study, analyze, and critique past and contemporary approaches to leadership
- Identify social work core values that uniquely contributes to leadership
- Understand the relationship between self-knowledge, adaptability, flexibility and innovation as leaders
- Understand how leaders respond to complex contemporary challenges and adaptability to meet ever-changing demographic, technological, and political challenges
- Create a vision of today's essential components for effective leadership and identify priorities in what leaders need to do

5. **Date of departmental approval:** 09/04/24

Appendix B.2.2. SWK 905

SWK 905 Components of Leadership

Course Description Building on the self-knowledge acquired in the first course, this course will guide students in identifying essential components of leadership in human services. The course will begin by covering leadership from a historical perspective so that students can understand where we are today by knowing where we have come from. Typical components focused on in the past will be discussed. Potential components of future leadership will be suggested and analyzed by students for the class to generate its own version/vision of today's essential components for effective leadership. Course will pay special attention to important aspects of contemporary thought including participatory and feminist leadership and leadership that supports anti-racism and anti-colonialism. As today's world is ever-changing, attention will be paid to demographic and technological changes, as these are particularly important for today's leaders to understand and anticipate. Students will compare leadership in social work with other disciplines such as business as they challenge old ways of thinking and recognize new ways of knowing.

Hours & Credits 3 hours; 3 credits

Prerequisites SWK 901: Self and Leadership

Learning Outcomes Upon completing this course, students will be able to:

- Identify historical trends in leadership in human services
- Study, analyze, and critique past and contemporary approaches to leadership
- Identify a social work perspective/core values uniquely contributes/shape to leadership
- Understand the relationship between self-knowledge and adaptability and flexibility and innovation as leaders
- How leaders respond to complex contemporary challenges and adaptability to meet the ever-changing demographic, technological, and political challenges

- Create a vision of today's essential components for effective leadership and identify priorities in what leaders need to be and do

Texts / Readings (These are under consideration – have not gone through them)

One or two chapters from Burghardt S. (2021). *The end of social work: A defense of the social worker in times of transformation*. Cognella.

Social Work Leadership and Management Current Approaches and Concepts for Social and Human Service Organizations by Maik Arnold 2022.

Abramovitz M. & Zelnick J.R. (2022). Structural racism, managerialism, and the future of the human services: Rewriting the rules. *Social Work*, 67(1), 8-16.

Yliruka L. & Karvinen-Niinikoski, S. (2013). How can we enhance productivity in social work? Dynamically reflective structures, dialogic leadership, and the development of transformative expertise. *Journal of Social Work Practice*, 27(2) 191-206.

Nancy Xenakis, Mary M. Brosnan, Laudy Burgos, Jocelyn Childs, Julia Deschamps, Judith Dobrof, Diane Weg Farquhar, Maya L. Genovesi, Kaitlin R. Goldgraben, Elisa Gordon, Christine Hamilton, Sarah R. Koppel, Murray N. Lipp, Rachel Potter, Ann Rauch, Victoria Rodriguez, Elizabeth Schubert, Emma D. Sollars & Felice Zilberfein (2021) In the Global Epicenter: Social Work Leadership in a New York City Hospital. *Social Work in Health Care*, 60 (1), 62-77.

Zelnick J. R. & Abramovitz, M. (2020). The perils of privatization: Bringing the business model into human services. *Social Work*, 65 (3), 213-224.

Sullivan W. P. (2016). Leadership in social work: Where are we? *Journal of Social Work Education* 52(S1) S51-S61.

Leadership as Practice: Challenging the Competency Paradigm: Brigid Carroll, Lester Levy and David Richmond

Readings from Burghardt, & Tolliver, W. (2009). *Stories of Transformative Leadership in the Human Services Why the Glass Is Always Full*. SAGE Publications.

Social work leadership revisited: participatory versus directive approaches during service system transformation: Rosemary Vito

Choy-Brown M., Stanhope V., Wackstein, N., and Delany Cole H. (2020). Do social workers lead differently? Examining associations with leadership style and organizational factors. *Human Service Organizations: Management, Leadership, & Governance*, 44(4), 332-342

Colby Peters S. (2018). Defining social work leadership: A theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1) 31-44.

Colby Peters S. (2017). Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership, & Governance*, 41(4), 336-345.

Assessment/Grading	Ongoing case study work on current and past leaders and	
	work within virtual agency	30%
	Development of model for today's leadership	30%
	Final presentation	40%

Weekly Topics

Unit I: Historical framework on leadership

- Defining and understanding leadership
- Historical trends in leadership in human services
- Historical trends in leadership in social work profession
- Place oneself and one's organization within the historical context

Unit II: Critiquing past and contemporary approaches to leadership

- Transactional, transformational, and distributed models of leadership
- Organizational, relational, and individual levels of leadership
- Client-centered leadership; social change model; adaptive leadership
- Leadership that supports anti-racism and anti-colonialism
- Change management
- Critiques of current leadership theories
 - o Feminist critique
 - o Intersectional leadership <https://news.chapman.edu/2021/03/09/why-i-advocate-for-intersectional-leadership/>
 - o https://www.regent.edu/acad/global/publications/ijls/new/vol3iss2/IJLS_V3Is2_Richards_on_Loubier.pdf
 - o Participatory leadership
 - o Queer leadership
 - o Relational leadership

Unit III: How social work values contribute or shape leadership, so what does social work uniquely offer?

- Do social workers lead differently?
- Social work values and qualities important for leadership

Unit IV: Contemporary challenges to leadership

- Funding limitations
- Technological change
- Burnout
- Diversity, inclusion, equity
- Social changes/issues

Unit V: Potential components of future leadership will be suggested and analyzed by students in an effort for the class to generate its own version/vision of today's essential components for effective leadership.

- Adaptive leadership
- Cultural humility
- Emotional intelligence
- Trauma-informed lens
- Self-reflection
- Effective communication
- Resilience

Appendix B.3.1. SWK 910

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership
Course Prefix & Number	SWK 910
Course Title	Institutional Trauma and Leadership
Description	This seven-week course focuses on equipping leaders with the knowledge and skills to understand the impact of institutional trauma on individuals and organizations, and how to cultivate a trauma-informed leadership style to foster healing and positive change within their teams and communities. Case studies and practical applications will be infused throughout the course.
Pre/ Co Requisites	None
Credits	1
Hours	1 hour
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible

	☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

During this current era of intense challenges, crises, and change on multiple levels from the individual to the global stage, social work organizations and institutions lie at the nexus between individuals, groups and communities and sociopolitical systems. A useful lens for doctoral students that can help guide effective leadership in these complex times is institutional trauma.

4. **Learning Outcomes:**

- Understand the characteristics of institutional trauma and how it manifests in organizations and workplace environments
- Develop trauma-informed leadership practices to address institutional trauma
- Develop skills for recognizing the impact of individual and collective trauma in the workplace
- Assess their organizations for areas of trauma-informed strengths and weaknesses
- Strengthen emotional intelligence and interpersonal skills as leaders to support workers and organizational teams
- Develop skills for advocating for policies and procedures that can mitigate and proactively address problems using a trauma-informed perspective
- Develop skills for designing and implementing appropriate trauma-informed training programs and for infusing trauma-informed into existing training
- Develop leadership practices that promote resilience and recovery in the workplace

5. **Date of departmental approval:** 09/04/24

Appendix B.3.2. SWK 910

LEHMAN COLLEGE DEPARTMENT OF SOCIAL WORK DSW PROGRAM

Institutional Trauma and Leadership

Course Description:

We are living in an era of intense challenges, crises, and change on multiple levels from the individual to the global stage. Organizations and institutions lie at the nexus between individuals, groups and communities and sociopolitical systems. A useful lens that can help guide effective leadership in these complex times is institutional trauma. This seven week course focuses on equipping leaders with the knowledge and skills to understand the impact of institutional trauma on individuals and organizations, and how to cultivate a trauma-informed leadership style to foster healing and positive change within their teams and communities. Case studies and practical applications will be infused throughout the course.

Course Deliverables:

By the end of this course, students will:

- Understand the characteristics of institutional trauma and how it manifests in organizations and workplace environments
- Develop trauma-informed leadership practices to address institutional trauma
- Develop skills for recognizing the impact of individual and collective trauma in the workplace
- Assess their own organization for areas of trauma-informed strengths and weaknesses
- Strengthen emotional intelligence and interpersonal skills as leaders to support workers and organizational teams
- Develop skills for advocating for policies and procedures that can mitigate and proactively address problems using a trauma-informed perspective
- Develop skills for designing and implementing appropriate trauma-informed training programs and for infusing trauma-informed into existing training
- Develop leadership practices that promote resilience and recovery in the workplace

Course Units:

Unit I: Understanding Institutional Trauma and its Relationship to Individual and Collective Trauma

Unit II: Trauma-Informed Leadership Principles

Unit III: The Intersection of Policy and Institutional Trauma

Unit IV: Trauma-Informed Leadership, Cultural Humility, and Anti-Racism

Unit V: Characteristics of a Trauma-Informed Leader: Leading with a Trauma-Informed Approach

Unit VI: Healing-Centered and Trauma-Informed Organizational Practices

Unit VII: Addressing Institutional Trauma in the Workplace through Policy and Procedures

Appendix B.4.1. SWK 915

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. Type of Change: New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership
Course Prefix & Number	SWK 915
Course Title	Leadership During Catastrophic Times
Description	Our complex world of environmental challenges, such as geo-socio-political flux, climate and natural disasters, terrorism, global economic crises, diseases create conditions of instability, unpredictability and organizational capacity challenges for leaders. Crisis and change can occur on multiple levels in small communities to the global stage. Organizations and institutions become paramount in navigating space and stability during times of uncertainty. This two credit, seven-week course focuses on equipping participants with the knowledge and skills to lead organizations during catastrophic times.
Pre/ Co Requisites	Prerequisite: SWK 910
Credits	2
Hours	2 hours
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics

	☐ Science
	☐ Flexible
	☐ World Cultures
	☐ US Experience in its Diversity
	☐ Creative Expression
	☐ Individual and Society
	☐ Scientific World

3. **Rationale:**

As the purpose of this DSW program is for social workers to develop their leadership skills, this course is essential to enhance their abilities to navigate social service organizations through very difficult periods. It will increase their ability to attain such skills using a trauma-informed perspective, focusing on community engagement and pragmatic resource development.

4. **Learning Outcomes:**

- Understand the “adaptability paradox”: to take strategic risks, create innovations and avoid safety nets, when navigating during catastrophic times.
- Understand how to become proactive so they can lead ahead of the curve.
- Understand “practicing Dual Awareness”, which integrates our internal and external experiences, to become fluid and respond to challenges with intentional choice instead of being reverting to only old success models
- Develop the capacity to lead and learn with awareness and choice to realize their full potential, during times of uncertainty, complexity, and change.
- To integrate emotional intelligence and interpersonal skills as leaders to support workers and organizational teams
- Develop leadership practices that promote resilience and recovery in the workplace

5. **Date of departmental approval:** 09/04/24

Appendix B.4.2. SWK 915

LEHMAN COLLEGE DEPARTMENT OF SOCIAL WORK DSW PROGRAM

SWK: 915- Leadership During Catastrophic Times

Course Description:

Our complex world of environmental challenges, such as geo-socio-political flux, climate & natural disasters, terrorism, global economic crises, diseases create conditions of instability, unpredictability and organizational capacity challenges for leaders. Crisis and change can occur on multiple levels in small communities to the global stage. Organizations and institutions become paramount in navigating space and stability during times of uncertainty.

This two credit, seven-week course is hybrid and focuses on equipping participants with the knowledge and skills to lead organizations during catastrophic times. In addition to a trauma-informed lens, this course will focus on leadership styles, pragmatic resource development and community engagement for organizations to be sustainable and grow throughout periods of catastrophic times.

CEO's and leaders in the social service and business community will serve as guest lecturers. Case studies and practical applications will be infused throughout the course.

Prerequisite: SWK 910: Institutional Trauma and Leadership

Course objectives:

By the end of this course, students will:

- Understand the “adaptability paradox”: to take strategic risks, create innovations and avoid safety nets, when navigating during catastrophic times.
- Understand how to become proactive so they can lead ahead of the curve.
- Understand “practicing Dual Awareness”, which integrates our internal and external experiences, to become fluid and respond to challenges with intentional choice instead of being reverting to only old success models
- Develop the capacity to lead and learn with awareness and choice to realize their full potential, during times of uncertainty, complexity, and change.
- To integrate emotional intelligence and interpersonal skills as leaders to support workers and organizational teams
- Develop leadership practices that promote resilience and recovery in the workplace

Text: Deliberate Calm (2022), [Jacqueline Brassey](#), [Aaron De Smet](#), Michiel Kruyt
publisher: Harper Collins

- Unit I Catastrophes: Conditions, Variables and types
- o Global versus National
 - o Socio-Political, Natural disasters, Terrorism, Pandemic
 - o Economic uncertainty
- Unit II Use of Self:
- o Integrating emotional intelligence and interpersonal skills to support organizational teams
 - o Assessing and developing leadership practices that promote resilience and recovery in the workplace
 - o Incorporating Characteristics of Trauma-Informed Leadership, Cultural Humility, and Anti-Racism
- Unit III Leadership and strategic Risk taking
- o Understanding Dual Awareness and the adaptability paradox
- Unit IV CEO's panel and seminar:
- o Assessing human capital assets while managing during catastrophic times.
- Unit V Economics and financial flexibility
- Unit VI Leveraging political and community capital during crisis
- Unit VII CEO's panel and seminar:
- o Managing stability during unstable times
 - o Creating growth and innovation: a response to chaos and uncertainty

Reference: www.mckinsey.com

Appendix B.5.1. SWK 920**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK****DEPARTMENT OF SOCIAL WORK****CURRICULUM CHANGE****1. Type of Change:** New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership
Course Prefix & Number	SWK 920
Course Title	Transformative Leadership in a Social Service Agency Setting I
Description	This course, which is the first in a two-part course series, focuses on further developing students' leadership skills. It is set in a virtual agency undergoing a series of organizational life-cycle-related issues. Students work as part of a leadership team, including the CEO, CFO, CAO, and Board of Directors.
Pre/ Co Requisites	Prerequisite: SWK 950
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures

	____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World
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3. **Rationale:**

This course, which focuses on students' participating in a virtual social service agency, is designed to enhance students' leadership skills such as team building, collaboration, ethical decision-making, inclusiveness, self-awareness, accountability, and innovation.

4. **Learning Outcomes:**

- Enhance ability to gather agency data using established means and procedures in a social service agency
- Understand how to analyze social service agency data in a meaningful way
- Know how to set priorities in social service leadership
- Understand how to create solutions to social service agency problems
- Demonstrate transformative leadership skills such as team building, ethical decision-making, inclusiveness, self-awareness, accountability and innovation

5. **Date of departmental approval:** 09/04/24

Appendix B.5.2. SWK 920

LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK DEPARTMENT OF SOCIAL WORK DSW PROGRAM

Transformative Leadership in a Social Service Agency Setting I

CO-REQUISITES:

SWK 901: Self and Leadership

SWK 905: Components of Leadership

Course Description

This is the first course in the two-semester leadership course that is the culmination of the leadership sequence of the DSW Program. It is immersive and designed to build on the knowledge, skills, and values gained from the previous leadership courses, Leadership One and Leadership Two. In this course, set in a virtual agency undergoing a series of organizational life-cycle-related challenges, students working as part of a leadership team, including the CEO, CFO, CAO, and Board of Directors, will be tasked with formulating a comprehensive organizational needs and resource analysis that identifies the exact nature and scope of the of organizational life-cycle-related challenges faced by the agency. In formulating the comprehensive analysis, emphasis is placed on demonstrating transformative leadership skills such as team building, collaboration, ethical decision-making, inclusiveness, self-awareness, accountability, and innovation.

Learning Outcomes

Upon completing this course, students will be able to recognize the following:

1. The organizational life cycle stages of a social service organization.
2. The challenges and opportunities inherent in the life cycle stages of social service organizations.
3. The leadership style and requirements that are consistent with the life cycle stages of social service organizations.

4. Leadership considerations in responding to organizational life cycle challenges.
5. The elements of organizational crisis.
6. Leadership skills and strategies are needed to manage disruption and transformation in an organizational crisis.

EVALUATION OF STUDENT’S PERFORMANCE

RECOMMENDED TEXTS

- Hodges, J. (2021). *Managing and Leading People through Organizational Change: The Theory and Practice of Sustaining Change through People* (2nd ed). Kogan Page.
- Hoefer, R., & Watson, L.D. (2024). *Essentials of social work management & leadership: A competency-based approach* (2nd ed). Cognella.
- Simon, J., & Donovan, J.T. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst H. Wilder Foundation.
- Stevens, K.S. (2002). *Nonprofit lifecycles: Stage-based wisdom for nonprofit capacity* (2nd ed). Stagewise Enterprises Inc
- Tucker, D.A., Cirella, S., & Kelly, P.R. (2025). *Organizational Change Management: Inclusion, Collaboration and Digital Change in Practice*. Sage.

COURSE OUTLINE

Unit I: Introduction

- A. Introduction to syllabus and course.

Unit II : Transformative Leadership and Organizational Life Cycles

- A. Organizational life cycle theory and models.
- B. Organizational life cycle stages of organizations
- C. Challenges and opportunities of organizational life cycle stages

Required Readings:

Unit III: Transformative Leadership and Organizational Life Cycle Challenges

- A. Leadership styles and the organizational life cycle stages.

Unit IV: Transformative Leadership and Responding to Organizational Life Cycle Challenges

- A. Leadership considerations in responding to organizational life cycle challenges:
 - 1. Social consciousness
 - 2. Ethics
 - 3. Inclusion
 - 4. Transparency
 - 5. Accountability
 - 6. Emotional intelligence

Unit V: Transformative Leadership and Organizational Crisis

- A. Organizational crisis overview
- B. Funding
- C. Politics
- D. Changing landscape
- E. Tort
- F. Staffing
- G. Stakeholders
- H. Relevance

- I. Culture and climate

Unit VI: Transformative Leadership in Response to Organizational Crisis

- A. Managing disruption and transformation in a time of organizational crisis
- B. Team building
- C. Motivation
- D. Collaboration
- E. Strategies
- F. Designing a plan of action for responding
- G. Designing a comprehensive organizational needs and resource analysis that identifies the exact nature and scope of the of organizational life-cycle-related challenges

Appendix B.6.1. SWK 925

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Leadership
Course Prefix & Number	SWK 925
Course Title	Transformative Leadership in a Social Service Agency Setting II
Description	This course, which is the second in a two-part course series, focuses on further developing students' leadership skills. It is set in a virtual agency undergoing a series of organizational life-cycle-related challenges. Students work as part of a leadership team and will be tasked with formulating a comprehensive plan of action informed by the findings of their organizational and resources analysis devised in "Leadership in Action I" that will enable their virtual agency to navigate challenges successfully.
Pre/ Co Requisites	Prerequisite: SWK 920
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics

	☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

This course, which is the second part of a two-course series taking place in a virtual social service agency, will further enhance students' leadership skills such as team building, collaboration, ethical decision-making, inclusiveness, self-awareness, accountability, and innovation, and will also increase students' ability to navigate agency challenges successfully as an organizational leader.

4. **Learning Outcomes:**

- Enhance ability to gather data regarding agency challenges
- Understand how to analyze social service agency data in a meaningful way in order to solve agency challenges
- Understand how to create solutions to organizational life cycle issues
- Demonstrate transformative leadership skills such as team building, ethical decision-making, inclusiveness, self-awareness, accountability and innovation

5. **Date of departmental approval:** 09/04/24

Appendix B.6.2. SWK 925

**LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
DSW PROGRAM**

Transformative Leadership in a Social Service Agency Setting II

CO-REQUISITES:

SWK 901: Self and Leadership

SWK 905: Components of Leadership

SWK 920: Transformative Leadership in a Social Service Setting I

Course Description

This is the second of the two-semester leadership course that is the last course in the leadership sequence of the DSW program. It is immersive and designed to build on the knowledge, skills, and values gained from the previous leadership courses, Leadership One, Leadership Two, and Leadership Three. In this course, set in a virtual agency undergoing a series of organizational life-cycle-related challenges, students working as part of a leadership team, including the CEO, CFO, CAO, and Board of Directors, will be tasked with formulating a comprehensive plan of action informed by the findings of their organizational and resources analysis devised in Leadership III that will enable their virtual agency to navigate the challenges successfully. In formulating the comprehensive plan of action, emphasis is placed on demonstrating transformative leadership skills such as team building, collaboration, ethical decision-making, inclusiveness, self-awareness, accountability, and innovation.

Learning Outcomes

Upon completing this course, students will be able to:

1. Formulate a comprehensive plan of action for successfully navigating a social service agency through a series of organizational life-cycle related challenges.
2. Demonstrate transformative leadership skills such as team building, collaboration, ethical decision-making, inclusiveness, self-awareness, accountability, and innovation.

EVALUATION OF STUDENT'S PERFORMANCE

RECOMMENDED TEXTS

- Hodges, J. (2021). *Managing and Leading People through Organizational Change: The Theory and Practice of Sustaining Change through People* (2nd ed). Kogan Page.
- Hoefer, R., & Watson, L.D. (2024). *Essentials of social work management & leadership: A competency-based approach* (2nd ed). Cognella.
- Simon, J., & Donovan, J.T. (2004). *The five life stages of nonprofit organizations*. St. Paul, MN: Amherst H. Wilder Foundation.
- Stevens, K.S. (2002). *Nonprofit lifecycles: Stage-based wisdom for nonprofit capacity* (2nd ed). Stagewise Enterprises Inc
- Tucker, D.A., Cirella, S., & Kelly, P.R. (2025). *Organizational Change Management: Inclusion, Collaboration and Digital Change in Practice*. Sage.

COURSE OUTLINE

Unit I: Introduction

- B. Introduction to syllabus and course.

Unit II : Organizational Life Cycle Crisis - Virtual Agency

- A. Review and Renew

Unit III: Organizational and Resources Analysis – Virtual Agency

- A. Putting together a leadership team do an organizational and resources analysis
- B. Designing and organizational and resources analysis of virtual agency.

Unit IV: Designing a Plan of Action to Successfully Review and Renew – Virtual Agency

- A. Governance
- B. Staff Leadership
- C. Financing
- D. Administrative Systems
- E. Staffing
- F. Products and Services

Unit V: Presentation of Plan of Action – Virtual Agency

Appendix B.7.1. SWK 930

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 930
Course Title	Complex Learning Environments
Description	As many leaders in the social work profession with doctoral degrees teach in academic institutions and/or provide continuing education to other professionals, this course explores complex issues in teaching and learning environments. It emphasizes culturally responsive strategies that promote inclusion, equity, and cultural humility. Students will critically examine classroom dynamics, develop antiracist pedagogical approaches, and implement universal design principles to foster student engagement.
Pre/ Co Requisites	None
Credits	1
Hours	1hour
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

Many leaders in the profession of social work who have doctoral degrees teach in academic environments and/or provide continuing education to other social workers. Therefore, this course prepares students to facilitate meaningful discussions, encourage self-examination, and create spaces for respectful debate and growth in social work learning environments in order to enhance their teaching abilities.

4. **Learning Outcomes:**

- Analyze the dynamics of complex learning environments, including power structures, biases, and systemic inequities.
- Apply principles of universal design and inclusive pedagogy to foster equitable learning spaces.
- Utilize strategies to promote cultural humility and responsiveness in the classroom.
- Develop facilitation techniques that encourage constructive dialogue and critical reflection.
- Address challenges related to race, identity, and social justice in learning environments.

5. **Date of departmental approval:** 09/04/24

Appendix B.7.2. SWK 930

Lehman College - Department of Social Work SWK 930: Complex Learning Environments

Course Description

This course explores complex issues in teaching and learning environments, emphasizing culturally responsive strategies that promote inclusion, equity, and cultural humility. Students will critically examine classroom dynamics, develop antiracist pedagogical approaches, and implement universal design principles to foster student engagement. The course prepares students to facilitate meaningful discussions, encourage self-examination, and create spaces for respectful debate and growth.

Course Learning Objectives

By the end of this course, students will be able to:

1. Analyze the dynamics of complex learning environments, including power structures, biases, and systemic inequities.
2. Apply principles of universal design and inclusive pedagogy to foster equitable learning spaces.
3. Utilize strategies to promote cultural humility and responsiveness in the classroom.
4. Develop facilitation techniques that encourage constructive dialogue and critical reflection.
5. Address challenges related to race, identity, and social justice in learning environments.

Course Format and Instructional Methods

- **Delivery:** Hybrid (asynchronous and synchronous sessions)
- **Methods:** Readings, case studies, group discussions, reflective journals, and practical exercises
- **Technology:** Blackboard, Zoom, Padlet, and Mentimeter for interactive engagement

Course Schedule

Week 1: Introduction to Complex Learning Environments

- Understanding learning contexts and student diversity
- Exploring implicit bias and its impact on learning
- Reading: Freire, *Pedagogy of the Oppressed* (excerpt)
- Assignment: Personal reflection on prior learning experiences

Week 2: Universal Design for Learning (UDL) and Inclusive Pedagogy

- Principles of UDL and their application
- Creating accessible and flexible learning materials
- Reading: Burgstahler, *Universal Design in Higher Education* (selected chapters)
- Activity: Design an inclusive classroom policy

Week 3: Cultural Humility and Responsive Teaching

- Differentiating cultural competence and cultural humility
- Strategies for responding to microaggressions in the classroom
- Case Study: Navigating difficult conversations in the classroom
- Reflection: Personal positionality statement

Week 4: Antiracist Teaching Strategies

- Identifying and disrupting systemic inequities in the classroom
- Decolonizing syllabi and curriculum content
- Reading: Kendi, *How to Be an Antiracist* (selected chapters)
- Group Discussion: Reviewing and revising course syllabi for inclusivity

Week 5: Facilitation Techniques for Constructive Dialogue

- Managing conflict and challenging discussions
- Encouraging self-examination and critical thinking
- Simulation: Facilitating a classroom discussion on controversial topics

Week 6: Assessment and Feedback in Equitable Learning Environments

- Developing fair and transparent grading policies
- Culturally responsive assessment strategies
- Assignment: Design a culturally inclusive assessment

Week 7: Reflection, Growth, and Application

- Synthesizing learning and applying concepts to future teaching roles
- Final Project: Create a plan for an inclusive learning environment
- Course wrap-up and peer feedback

Assessment & Grading

- Weekly Reflections (30%)
- Case Study Analysis (20%)
- Facilitation Exercise (20%)
- Final Project: Inclusive Learning Plan (30%)

Course Policies

- **Attendance & Participation:** Active engagement is required in discussions and activities.
- **Late Work:** Assignments submitted late will receive a deduction unless prior arrangements are made.
- **Academic Integrity:** All work must adhere to Lehman College's academic honesty policy.

Required Texts & Materials

- Freire, P. *Pedagogy of the Oppressed*
- Kendi, I. *How to Be an Antiracist*
- Burgstahler, S. *Universal Design in Higher Education*
- Additional readings will be provided via Blackboard

Appendix B.8.1. SWK 935

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 935
Course Title	Workshops for Conference Presentation or Workshops for Agency Training
Description	This course equips students with the skills to develop and facilitate workshops for professional settings, including social work agencies and academic conferences. Students will learn how to create learning objectives, develop engaging content, and deliver effective presentations. By the end of the course, students will have a fully developed workshop curriculum and will present a portion of their workshop for peer feedback.
Pre/ Co Requisites	Prerequisite: SWK-930
Credits	1
Hours	1 hour
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

As developing the skills to develop and facilitate workshops is a competency that leaders in social work agencies need to attain, this course will provide students with the tools to be able to accomplish this goal.

4. **Learning Outcomes:**

- Develop clear and measurable learning objectives for workshops.
- Design a structured and engaging curriculum for a professional audience.
- Create interactive teaching strategies tailored for agency or conference settings.
- Develop materials such as PowerPoint slides, handouts, and facilitator guides.
- Deliver a workshop segment and receive constructive feedback.

5. **Date of departmental approval:** 09/04/24

Appendix B.8.2. SWK 935

SWK 935: Module 2 – Workshops for Conference Presentation or Workshops for Agency Training

Learn How to Write a Curriculum and Teach It

Credits: 1

Course Description

This course equips students with the skills to develop and facilitate workshops for professional settings, including social work agencies and academic conferences. Students will learn how to create learning objectives, develop engaging content, and deliver effective presentations. By the end of the course, students will have a fully developed workshop curriculum and will present a portion of their workshop for peer feedback.

Learning Outcomes

By the end of this course, students will be able to:

1. Develop clear and measurable learning objectives for workshops.
2. Design a structured and engaging curriculum for a professional audience.
3. Create interactive teaching strategies tailored for agency or conference settings.
4. Develop materials such as PowerPoint slides, handouts, and facilitator guides.
5. Deliver a workshop segment and receive constructive feedback.

Course Outline

Week 1: Introduction to Workshop Development

- Understanding the purpose of workshops in agencies and conferences
- Identifying target audiences and learning needs
- Overview of curriculum writing

Week 2: Learning Objectives and Curriculum Structure

- Writing effective learning objectives (SMART goals)
- Structuring a workshop session (e.g., introduction, engagement, wrap-up)

Week 3: Engaging Pedagogical Strategies

- Adult learning principles
- Interactive techniques (role-plays, case studies, group discussions)

Week 4: Developing Workshop Materials

- Creating PowerPoint slides and visual aids
- Designing participant handouts and facilitator guides

Week 5: Workshop Facilitation Skills

- Presentation techniques and public speaking strategies
- Managing group dynamics and responding to questions

Week 6: Workshop Delivery Practice

- Students present a portion of their workshop
- Peer and instructor feedback

Week 7: Final Presentations and Reflection

- Final workshop presentations
- Reflection on strengths and areas for improvement
- Next steps for real-world application

Assignments

- **Workshop Topic Proposal (Week 2)**
- **Draft Learning Objectives & Outline (Week 3)**
- **Workshop Materials (Week 5)**
- **Workshop Presentation (Week 7)**

Assessment

- **Participation & Engagement (20%)**
- **Workshop Development Assignments (40%)**
- **Final Workshop Presentation (40%)**

Appendix B.9.1. SWK 940

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 940
Course Title	Writing for Peer-Reviewed Journals
Description	This course provides an introduction to academic writing and the peer-review publication process. Students will learn how to transform research findings into publishable journal articles. Emphasis will be placed on structuring a manuscript, engaging with scholarly literature, and responding to peer-review feedback. By the end of the course, students will have a draft of a journal article ready for submission.
Pre/ Co Requisites	Prerequisite: SWK 935
Credits	1
Hours	1 hour
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

Developing the skills to write articles for peer-reviewed journals is extremely important for doctoral level social workers to demonstrate leadership in the profession. This course will provide students with knowledge regarding how to write articles and have them published in professional journals.

4. **Learning Outcomes:**

- Identify appropriate peer-reviewed journals for their research.
- Understand the structure and components of a scholarly article.
- Develop a literature review and position their research within existing scholarship.
- Write and refine a manuscript for submission.
- Navigate the peer-review process, including responding to reviewer feedback.

5. **Date of departmental approval:** 09/04/24

Appendix B.9.2. SWK 940

SWK 940: Module 3 – Writing for Peer-Reviewed Journals

Translating Your Research into Shared Knowledge

Credits: 1

Course Description

This course provides an introduction to academic writing and the peer-review publication process. Students will learn how to transform research findings into publishable journal articles. Emphasis will be placed on structuring a manuscript, engaging with scholarly literature, and responding to peer-review feedback. By the end of the course, students will have a draft of a journal article ready for submission.

Learning Outcomes

By the end of this course, students will be able to:

1. Identify appropriate peer-reviewed journals for their research.
2. Understand the structure and components of a scholarly article.
3. Develop a literature review and position their research within existing scholarship.
4. Write and refine a manuscript for submission.
5. Navigate the peer-review process, including responding to reviewer feedback.

Course Outline

Week 1: Introduction to Academic Writing & Peer Review

- Purpose of academic publishing
- Understanding the peer-review process
- Choosing a journal for submission

Week 2: Structuring a Research Article

- Introduction: crafting a strong research question
- Literature review: positioning your work in the field
- Methods: explaining your approach

Week 3: Writing and Refining Results & Discussion Sections

- Presenting findings clearly
- Analyzing and discussing results
- Avoiding common writing pitfalls

Week 4: Strengthening Your Manuscript

- Writing with clarity and conciseness
- Addressing limitations and implications
- Developing a strong conclusion

Week 5: Citation, Formatting, and Submission Guidelines

- APA formatting and citation best practices
- Understanding journal submission guidelines
- Ethical considerations in publishing

Week 6: Peer Review and Revision Strategies

- Receiving and responding to reviewer comments
- Revising and strengthening a manuscript
- Resubmission strategies

Week 7: Finalizing Your Article & Next Steps

- Sharing drafts for peer feedback
- Submission checklist and journal submission process
- Long-term publishing strategies

Assignments

- **Journal Selection & Abstract (Week 2)**
- **Draft Literature Review (Week 3)**
- **Draft Results & Discussion (Week 4)**
- **Peer Review & Revisions (Week 6)**
- **Final Draft & Submission Plan (Week 7)**

Assessment

- **Participation & Engagement (20%)**
- **Manuscript Draft Assignments (40%)**
- **Final Manuscript & Submission Plan (40%)**

Appendix B.10.1. SWK 945**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK****DEPARTMENT OF SOCIAL WORK****CURRICULUM CHANGE****1. Type of Change:** New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 945
Course Title	Grants and Proposal Writing
Description	This course provides a comprehensive approach to grant writing for social work doctoral students. Students will be equipped with the skills and knowledge to successfully secure funding for impactful programs. Students will gain practice writing all sections of a grant application while integrating ethical considerations, cultural humility, and stakeholder collaboration. Peer review and presentation components will be included.
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

Grant proposals are an essential component of leadership in social work agencies. This course will provide doctoral students with the necessary skills to be able to fulfill the extremely important function of grant writing.

4. **Learning Outcomes:**

- Understand the connection between program development and grant writing
- Understand sources of funding and the fundamentals of the grant development process
- Demonstrate effective communication and effectively manage collaboration with key stakeholders, funders, and colleagues during the grant writing process
- Gain an understanding of the most important elements of a proposal and develop strong proposal writing skills
- Apply ethical principles and cultural competence in grant writing for human service organizations
- Critically evaluate and provide constructive feedback on grant proposals, including those from peers
- Master the grant writing process from letters of inquiry to evaluation and reporting

5. **Date of departmental approval:** 09/04/24

Appendix B.10.2. SWK 945

SWK 945: Grants & Proposal Writing

Learning Outcomes

Upon completing this course, students will be able to:

- Understand the connection between program development and grant writing
- Understand sources of funding and the fundamentals of the grant development process
- Demonstrate effective communication and effectively manage collaboration with key stakeholders, funders, and colleagues during the grant writing process
- Gain an understanding of the most important elements of a proposal and develop strong proposal writing skills
- Apply ethical principles and cultural competence in grant writing for human service organizations
- Critically evaluate and provide constructive feedback on grant proposals, including those from peers
- Master the grant writing process from letters of inquiry to evaluation and reporting

Weekly topics by unit

Unit I Introduction and course overview (weeks 1 & 2)

- The relationship between grant writing and social work practice
- Connection between program development and grant writing
- Ethical considerations in grant writing, with a focus on equity, inclusion, and social justice

Unit II Defining the problem (weeks 3 & 4)

- Drafting letters of inquiry and understanding their role in the grant process
- Reaching out to appropriate stakeholders for perspectives
- Piloting new ideas
- Identifying funders
- Using data to create a needs statement and how to present to funder

Unit III Types of funding and parts of grant proposals (weeks 5 – 7)

- Non-profit organizational funding vs. government funding
- Types of funding sources: foundations, government grants, corporate philanthropy, and more
- Writing a compelling narrative using evidence-informed practices

Unit IV Program description and logic models (week 8)

- Developing appropriate and measurable goals and objectives
- Logic models

Unit V Budgets and Budget Narratives (weeks 9 & 10)

- Different kinds of budgets
- Developing a budget
- Understanding and addressing indirect costs in budgets
- The budget narrative
- Working with your institution's office of research to navigate the internal process of grant submission

Unit VI Evaluation and sustainability (weeks 11 & 12)

- Managing the grant process
- Integrating evaluation and sustainability into the proposal narrative to ensure long-term success.
- How to engage stakeholders in the evaluation process
- Sustainability

Unit VII Peer review of proposals (weeks 13 & 14)

- Peer review of proposals and student presentations, simulating a funder review panel
- Student reflections
- Wrap-up

Appendix B.11.1. SWK 950**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK****DEPARTMENT OF SOCIAL WORK****CURRICULUM CHANGE****1. Type of Change:** New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research
Course Prefix & Number	SWK 950
Course Title	Applied Social Work Research Methods
Description	This course will provide all of the basic research concepts for quantitative and qualitative research, and include applied exercises to refresh students' memories about social work research.
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

3. **Rationale:**

Years may have gone by since incoming students to this doctoral program have engaged in a research course. Therefore, this course will serve as a review of the basic concepts of quantitative and qualitative research that students will need to successfully engage in this doctoral program.

4. **Learning Outcomes:**

- Understand research Ethics and IRB processes:
- Comprehend the importance of research ethics and the role of Institutional Review Boards (IRBs).
- Differentiate between research methodologies:
- Distinguish between quantitative and qualitative research methods.
- Develop research questions and hypotheses:
- Formulate relevant research questions and hypotheses tailored to community or agency contexts.
- Conduct literature reviews to identify gaps and justify the need for research.
- Identify and measure variables
- Plan and execute data collection:
- Process and analyze data:
- Enter and manage quantitative data using software such as SPSS, Excel, or R.
- Code and analyze qualitative data, developing themes and patterns.
- Apply basic statistical and content analysis:

5. **Date of departmental approval:** 09/04/24

Appendix B.11.2. SWK 950

SWK 950

Applied Social Work Research Methods

Course Description This course provides an in-depth exploration of research methodologies with a focus on practical application within community and agency settings. Students will engage with both quantitative and qualitative research methods, learning how to design, conduct, and analyze studies that address real-world issues. Through a combination of theoretical instruction and hands-on practice, participants will gain the skills necessary to develop research questions, design studies, collect and analyze data, and disseminate findings. Emphasis is placed on ethical considerations, community involvement, and practical implementation.

Hours & Credits 3 hours; 3 credits

Prerequisites None

Learning Outcomes Upon completing this course, students will:

- Understand Research Ethics and IRB Processes:
- Comprehend the importance of research ethics and the role of Institutional Review Boards (IRBs).
- Differentiate Between Research Methodologies:
- Distinguish between quantitative and qualitative research methods.
- Develop Research Questions and Hypotheses:
- Formulate relevant research questions and hypotheses tailored to community or agency contexts.
- Conduct literature reviews to identify gaps and justify the need for research.
- Identify and Measure Variables
- Plan and Execute Data Collection:
- Process and Analyze Data:
- Enter and manage quantitative data using software such as SPSS, Excel, or R.
- Code and analyze qualitative data, developing themes and patterns.
- Apply Basic Statistical and Content Analysis:

Texts /Readings:

DeCarlo, Cummings, & Agnelli (2021). *Graduate Research Methods in Social Work*. Roanoke, VA: Open Social Work Education. <https://pressbooks.rampages.us/msw-research/>.

Daftary, A. H. (2020). Critical race theory: An effective framework for social work research. *Journal of Ethnic and Cultural Diversity in Social Work*, 29(6), 439-454.

- Zuberi, T. (2003). Challenging Race as a Variable. *Thicker than blood: How racial statistics lie*. University of Minnesota Press, 105-122.
- Lorde, A. (1984). The Transformation of Silence into Language and Action. *Sister outsider: Essays and speeches*. Ten Speed Press. 222-228.
- Watkins, D.C. (2019). Improving the living, learning, and thriving of young Black men: A conceptual framework for reflection and projection. *International Journal of Environmental Research and Public Health*, 16, 1331-1344.
- Zuberi, T. (2003). Eugenics and the Birth of Racial Statistics. *Thicker than blood: How racial statistics lie*. University of Minnesota Press. 33-57.
- Mejia, P. A., Quiroz, O., Morales, Y., Ponce, R., Chavez, G. L., Olivera y Torre, E. (2013). From *madres* to *mujeristas*: Latinas making change with photovoice. *Action Research*, 11(4), 301-321.
- Bozlak & Kelley, (2015). *Participatory action research with youth*. Participatory Action Research. Oxford University Press, USA. 67- 89.
- Fine & Torre, (2021). *Participatory design*. Critical Participatory Action Research. American Psychological Association, Washington DC, 21-39.
- Lawson, Caringi, Pyles, Jurkowski, & Bozlak, (2015). *Introducing participatory action research*. Participatory Action Research, Oxford University Press, USA. 1- 14.
- Ceballos, P.L., Jaimez, G.B., & Bratton, S.C. (2020). Considerations for play therapy research with Latino populations. *International Journal of Play Therapy*, 29(4), 213-222.
- Tuck, E., & Yang, W. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. *Qualitative Inquiry*, 20(6), 811-818.
- Ceballos, P.L., Jaimez, G.B., & Bratton, S.C. (2020). Considerations for play therapy research with Latino populations. *International Journal of Play Therapy*, 29(4), 213-222.
- Tuck, E., & Yang, W. (2014). Unbecoming claims: Pedagogies of refusal in qualitative research. *Qualitative Inquiry*, 20(6), 811-818.
- Pager, D., Western, B., & Bonikowski, B. (2009). Discrimination in a low-wage labor market: A field experiment. *American Sociological Review*, 74, 777-799.

Assessment/Grading	Participation: 20%
	Problem formulation and literature review-40%
	Research methodology and research design: 40%

Weekly Topics

Unit I: Course Introduction (weeks 1 and 2)

- IRB and research ethics - what is involved in developing an IRB application and informed consents
- Quantitative vs Qualitative research - why each is important, the benefits of a mixed methods approach

Unit II: Research Questions and Hypotheses; Designing a study (weeks 3 and 4)

- Applied to current agency/work context - developing quantitative hypotheses and qualitative overarching research questions - finding the right questions to ask/study
- Literature reviews and how to find the gaps in the literature to address development of research question/hypotheses - how we identify needs for interventions
- How to include community in development of the design and questions, etc.
- Most used and common designs within context of community research (i.e., longitudinal to follow clients over time; cross sectional to get baseline perspectives; evaluation with pre and post for an intervention of sorts)

Unit III: Identifying and measuring variables (weeks 5 and 6)

- Choose a dependent variable/outcome of interest and potential independent variables based on unit 2 discussions and develop the hypothesis and/or research question
- Identify measurements for the variables - learn how to search for and use scales
- Learn how to develop questions for an interview guide

Unit IV: Sampling and data collection (weeks 7-9)

- Refresher on ways to sample (realistically - snowball, convenience, etc.)
- How to plan a data collection strategy based on sampling method
- Diverse ways to collect data - surveys, interviews, focus groups - what do these look like in practice (i.e., boots on the ground vs online)
- How community relationships help here - how to develop these in research context

Unit V: Processing Data (weeks 10 and 11)

- Data input for SPSS or excel or R
- Get transcription for qualitative data
- Coding open-ended questions or interview data
- Decision trees

Unit VI: intro to statistics/content analysis (weeks 12-13)

- Choosing the correct statistic - using descriptives, t-tests, correlations

- Intro to content analysis
- Intro to thematic analysis

Unit VII: Conclusion/intro to publication and dissemination

- Discuss find publication outlets and other dissemination strategies, such as white papers

Appendix B.12.1. SWK 955

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research
Course Prefix & Number	SWK 955
Course Title	Evaluation Research
Description	This course provides doctoral students the information to develop an advanced understanding of how to utilize evidence-based research methods to perform meaningful program evaluations in social service agencies and departments. Based on the course material, students will perform their own assessment of a social work program utilizing both quantitative and qualitative methods.
Pre/ Co Requisites	Prerequisite: SWK 950
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible

	☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

As the primary purpose of the doctoral program is to enhance students' skills in performing a leadership role in social service agencies, this course provides the basic tools for performing program evaluations at those institutions.

4. **Learning Outcomes:**

- Learn the basic purposes and methods of program evaluation research
- Gain a full understanding of the differences between qualitative and quantitative research evaluation methods and how to utilize them
- Be able to incorporate an anti-racist approach into evaluation research that values the perspectives of marginalized populations
- Understand how to determine the major goal of a program, and use SMART methods to evaluate the obtaining of that goal
- Be able to create a logic model pertaining to the goals and objectives of a program
- Learn basic methods to design a program evaluation study including ways to obtain a study sample
- Be able to incorporate the several types of statistical analyses of data into program evaluation studies
- Know how to create a comprehensive evaluation report
- Understand methods for dissemination of evaluation report findings to enhance the attainment of program goals and objectives

5. **Date of departmental approval:** 09/04/24

Appendix B.12.2. SWK 955

SWK 955: Evaluation Research

(Second course in research sequence; First Year Spring Semester)

Course Description:

The goal of this course is for doctoral students to develop an advanced understanding of how to utilize evidence-based research methods to perform meaningful program evaluations in social service agencies and departments. Based on the course material, students will perform their own assessment of a social work program utilizing both quantitative and qualitative methods.

Hours & Credits: 3 hours; 3 credits

Prerequisites: SWK 950: Applied Social Work Research Methods

Learning Outcomes: Upon completing this course, students will:

- Learn the basic purposes and methods of program evaluation research
- Gain a full understanding of the differences between qualitative and quantitative research evaluation methods and how to utilize them
- Be able to incorporate an anti-racist approach into evaluation research that values the perspectives of marginalized populations
- Understand how to determine the major goal of a program, and use SMART methods to evaluate the obtaining of that goal
- Be able to create a logic model pertaining to the goals and objectives of a program
- Learn basic methods to design a program evaluation study including ways to obtain a study sample
- Be able to incorporate the several types of statistical analyses of data into program evaluation studies
- Know how to create a comprehensive evaluation report
- Understand methods for dissemination of evaluation report findings to enhance the attainment of program goals and objectives

Texts /Readings:

Required Readings:

- Grinnell, R., Gabor, P.A., & Unray, Y.A. (2019). *Program evaluation for social workers* (8th ed.). New York, NY: Oxford. ISBN: 978-0-1909-1651-0
- Hilton, T.P., Fawson, P.R., Sullivan, T.J., & DeJong, C.R. (2020). *Applied social research* (10th ed.). New York, NY: Springer. ISBN: 978-0-8261-7283-9
- LaForett, D.R., & De Marco, A. (2020). A logic model for educator-level intervention research to reduce racial disparities in student suspension and expulsion. *Cultural Diversity and Ethnic Minority Psychology*, 26(3), 295-305. doi: 10.1037/cdp0000303
- Lietz, C.A., & Zayas, L.E. (2010). Evaluating qualitative research for social work practitioners. *Advances in Social Work*, 11(2), 188-202. doi: 10.18060/589
- Whaley, A.L., & McQueen, J.P. (2004). An Afrocentric program as primary prevention for African American youth: Qualitative and quantitative exploratory data. *Journal of Primary Prevention*, 25(2), 253-269.

Supplementary Readings:

- Albright, D.L., & Thyer, B.A. (2010). A test of the validity of the LCSW examination: Quis Custodiet Ipsos Custodes? *Social Work Research*, 34(4), 229-234. doi: 10.1093/swr/34.4.229
- Barbee, A.P., Winters, A.M., & Sterrett-Hong, E.M. (2022). Approaches from related fields to integrate anti-racist initiatives into child welfare. *Child Welfare*, 100(1), 1-28.
- Drabble et al. (2018). Comparing substance use and mental health outcomes among sexual minority and heterosexual women in probability and non-probability samples. *Drug and Alcohol Dependence*, 185(1), 285-292. doi: 10.1016/j.drugalcdep.2017.12.036
- Dudley, J. R. (2020). *Social work evaluation* (3rd ed.) New York, NY: Oxford. ISBN: 978-0-1909-1665-7
- Holm-Hansen, C. (2007). Ethical issues: Tips for conducting program evaluation. Wilder Research. https://www.wilder.org/sites/default/files/imports/crimevictimservices12_10-07Web.pdf
- Kekahlo, W., Lawton, B., Cicchinelli, L. & Brandon, P.R. (2014). Logic models: A tool for effective program planning, collaboration, and monitoring. Institute of Education Sciences, U.S. of Education & REL Pacific. <https://files.eric.ed.gov/fulltext/ED544779.pdf>
- Knowlton, L.W., & Phillips, C.C. (2013). *The logic model guidebook*. Thousand Oaks, CA: SAGE.
- Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work*, 37(4), 267-276. doi: 10.1007/s10615-009-0198-0
- Prochaska, F. (2012). Needs Assessment and Logic Model. San Jose State University, Albright, D.L., & Thyer, B.A. (2010). A test of the validity of the LCSW examination: Quis Custodiet Ipsos Custodes? *Social Work Research*, 34(4), 229-234. doi: 10.1093/swr/34.4.229
- Rockers et al. (2015). Inclusion of quasi-experimental studies in systematic reviews of health systems research. *Health Policy*, 119(4), 511-521. doi: 10.1016/j.healthpol.2014.10.006
- Turban, J.L., Almazan, A.N., Reisner, S.L., & Keuroghlian, A.S. (2023). Minority health research: Lessons learned from studies of transgender and gender diverse mental health. *Transgender Health*, 8(4), 302-306. doi: 10.1089/trgh.2021.0132

Assessment/Grading:

Attendance/Class Participation: 10%

Midterm Paper: SMART Goals and Logic Model: 25%

Final Examination: 25%

Final Program Evaluation Research Project: 40%

Weekly Topics:

Unit I: The Importance of Program Evaluation

- Why evaluate social service programs?
- Ethical issues in program evaluation
- An anti-racist and inclusive approach to evaluation
- Attention to marginalized groups in program evaluation
- Barriers to program evaluation
- Using evidence-based methods in program evaluation
- Purposes of program evaluation:
 - Effectiveness
 - Efficiency
 - Quality
- Steps in program evaluation: (Dudley, 2020 (*Social work evaluation*. NY: Oxford)
 - Identifying the problem or concern to be evaluated
 - Identifying ways to involve stakeholders
 - Determining the purpose of the evaluation
 - Planning the evaluation
 - Implementing the evaluation
 - Preparing a written or oral report
 - Disseminate the findings

Unit 2: Evaluation Using Quantitative and Qualitative Methods

- What are quantitative evaluation methods?
 - Surveys (for staff, for client systems)
 - What is a “scale”?
 - Record reviews
 - Outcome studies
 - Establishing benchmarks
- What are qualitative evaluation methods?
 - Interviews (with staff and/or clients)
 - Focus groups (with staff and/or clients)
 - Record reviews
- What is a “mixed method” evaluation?

- When do you use each of these for program evaluation? (Strengths and limitations)

Unit 3: What Is to Be Evaluated? Designing a Social Service Program Utilizing Smart Program Objectives and the Logic Model

- Determining the program goal
- Creating SMART program objectives (Specific, Measurable, Achievable, Realistic, Time-Phased) for that goal
- Formulating a logic model to communicate an image of how your program will work.
- Steps in the logic model:
 - Resources
 - Activities
 - Outputs
 - Short-Term Outcomes
 - Intermediate-Term Outcomes
 - Long-Term Outcomes

Unit 4: The Evaluation Question and Research Methods

- Creating your evaluation study question or evaluation hypothesis
- Does the study involve independent and dependent variables, or is it descriptive?
- Will it be quantitative, qualitative, or mixed methods?
- How will you determine benchmarks to assess program goal achievement?
- What type of data will the evaluation study involve?
 - Written surveys
 - Online surveys or interviews
 - Telephone surveys or interviews
 - In-person surveys or interviews
 - Record review
 - Observation

Unit 5: Obtaining the Study Sample for the Evaluation

- Identifying the sampling frame
- Probability sampling
 - Using the entire sample
 - Simple random sampling
 - Systematic random sampling
 - Stratified random sampling (both simple and systematic)
 - Multi-cluster sampling
- Non-probability sampling
 - Convenience (Availability) sampling

Purposive sampling
Quota sampling
Snowball sampling

Unit 6: Types of Quantitative Evaluation Research Designs

- Experimental design
- Quasi-Experimental design
- Pre-Experimental design
- Single system designs
- Internal validity of these designs: How strong is the internal validity?
- Feasibility of utilizing designs with stronger internal validity

Unit 7: Issues Pertaining to Qualitative Evaluation Research Designs and Analysis

- Issues of positionality and bias in data collection and analysis
- Choice of sample
- Choice of methods of qualitative evaluation
- Types of theoretical approaches to qualitative evaluation research
 - Phenomenology
 - Grounded Theory
 - Ethnographic Observation
 - Content Analysis
- Coding the data
- Creating themes

Unit 8: Reliability and Validity of Evaluation Findings

- Reliability of evaluation methods:
- Interrater reliability
- Validity of evaluation methods:
 - Face validity
 - Content validity
 - Concurrent validity
 - Predictive validity
 - Construct validity
- Importance of triangulation
- External validity/generalizability

Unit 9: Analyzing Quantitative Evaluation Data

- Univariate analysis (Descriptive statistics)
- Bivariate analysis (Inferential statistics)
- Multivariate analysis (Inferential statistics)

-Using statistical software (SPSS, Stata, “R”)

Unit 10: Reporting And Dissemination of Evaluation Results

- Creating an evaluation report
- Avoiding personal bias in creating a report
- Determining if benchmarks have been met: Are results satisfactory, mixed, or unsatisfactory?
- Sharing data with staff and other stakeholders
- Obtaining feedback with staff and other stakeholders
- Working within agency culture to make changes based on the evaluation results
- Advocating for needed changes based on the results: Closing the loop.

Appendix B.13.1. SWK 960**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK****DEPARTMENT OF SOCIAL WORK****CURRICULUM CHANGE****1. Type of Change:** New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research
Course Prefix & Number	SWK 960
Course Title	Introduction to Data Analysis with R
Description	Students will delve into the realm of data analysis, focusing on using the R programming language for meaningful interpretation and presentation of data related to social work program evaluation.
Pre/ Co Requisites	Prerequisite: SWK 960
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression

3. **Rationale:**

This course builds upon the foundational knowledge gained in the preceding two research courses and introduces students to the powerful tools of data visualization and analysis that they will need for program evaluation.

4. **Learning Outcomes:**

- Develop a fundamental understanding of statistical concepts and their practical applications.
- Be equipped with the skills to use R for data analysis and visualization Design and implement a pilot study to collect a small amount of data.
- Develop mixed methods research skills, incorporating both quantitative and qualitative data in analyses Analyze both quantitative and qualitative data.
- Learn collaboratively through group projects and shared data analyses.
- Think about and frame their capstone project while initiating a pre-capstone pilot.
- Be introduced to the significance of utilizing technology like Flow for remaining competitive in organizational leadership evaluations.

5. **Date of departmental approval:** 09/04/24

Appendix B.13.2. SWK 960

SWK 960 Introduction to Data Analysis with R

Course Description The third course in our four-course research continuum! In this 14-week semester, we will delve into the realm of data analysis, focusing on using the R programming language for meaningful interpretation and presentation of data. This course builds upon the foundational knowledge gained in the preceding courses: "Research Refresher" and "Evaluations Research," and introduces students to the powerful tools of data visualization and analysis.

Hours & Credits 3 hours; 3 credits

Prerequisites Successful completion of Course 1: Research Refresher
 Successful completion of Course 2: Evaluations Research

Learning Outcomes Upon completing this course, students will:

- Develop a fundamental understanding of statistical concepts and their practical applications.
- Be equipped with the skills to use R for data analysis and visualization Design and implement a pilot study to collect a small amount of data.
- Develop mixed methods research skills, incorporating both quantitative and qualitative data in analyses Analyze both quantitative and qualitative data.
- Learn collaboratively through group projects and shared data analyses.
- Think about and frame their capstone project while initiating a pre-capstone pilot.
- Be introduced to the significance of utilizing technology like Flow for remaining competitive in organizational leadership evaluations.

Texts /Readings:

Required Text:

Wickham, H., Çetinkaya-Rundel, M., & Grolemund, G. (2023). R for data science. " O'Reilly Media, Inc." - <https://r4ds.hadley.nz/> or https://batrachos.com/sites/default/files/pictures/Books/Wickham_Grolemund_2017_R%20for%20Data%20Science.pdf.

Field, A., Field, Z., & Miles, J. (2012). Discovering statistics using R.

Shmueli, G., & Polak, J. (2024). Practical time series forecasting with r: A hands-on guide. Axelrod Schnall publishers.

Wickham, H., Çetinkaya-Rundel, M., & Grolemund, G. (2023). R for data science. " O'Reilly Media, Inc."

Bivand, R. S., Pebesma, E. J., Gómez-Rubio, V., & Pebesma, E. J. (2008). Applied spatial data analysis with R (Vol. 747248717, pp. 237-268). New York: Springer.

Flatken, M., Schneegans, S., Fellegara, R., & Gerndt, A. (2024). Immersive and Interactive 3D Visualization of Large-Scale Geoscientific Data. PRESENCE: Virtual and Augmented Reality, 1-20.

Online tutorials and resources for R programming and Flow software.

How to Install R and RStudio on Windows 11 <https://www.youtube.com/watch?v=H9EBIFDGG4k>.

R For Data Science Full Course | Data Science with R Full Course |Data Science Tutorial |Simplilearn. https://www.youtube.com/watch?v=iROHLA_TXQM.

R for Data Science Full Course | Data Science Training | Edureka
<https://www.youtube.com/watch?v=ckdHNu4kfL>

R programming for beginners – statistic with R (t-test and linear regression) and dplyr and ggplot
<https://www.youtube.com/watch?v=ANMuuq502rE>.

Intro to Flow <https://flowimmersive.com/>

AI -enhanced Flows- <https://flowimmersive.com/ai-with-flow>

The AR Data Room- <https://flowimmersive.com/ar-data-room>

Flow Immersive: Stacking Dots on a Map-
https://www.youtube.com/watch?v=nq3ypgCVQNQ&list=PLoc1t1H_GUgmA4Q64rYtYkrbYN6vfl8JX.

Flow Immersive: What is a Data Story?- <https://www.youtube.com/watch?v=nw5pbwj1boY>.

Assessment/Grading	Participation: 10%
	Midterm: 20%
	Asynchronous assignments: 30%
	Data Analysis Project and Presentation: 50%

Weekly Topics

Unit I: Course Introduction and Overview (Week 1)

- Introduction to the course structure and objectives
- Overview of prerequisites and required background knowledge
- Importance of data analysis in research and organizational leadership

Unit II: Review of Basic Statistics and R Fundamentals (Week 2 and 3)

- Review of key statistical concepts: descriptives, frequencies, correlations
- Introduction to R programming language fundamentals
- Hands-on exercises using R for basic statistical analyses

Unit III: Data Visualization in R (Week 4 and 5)

- Understanding the principles of effective data visualization
- Practical applications of data visualization using R
- DA Gitty — draw and analyze causal diagrams
- Group exercises on creating meaningful visualizations (asynchronous assignment)

Unit IV: Introduction to Mixed Methods Research (Week 6 and 7)

- Definition and importance of mixed methods research
- Incorporating both quantitative and qualitative data in analyses
- Group project initiation involving mixed methods analysis (asynchronous assignment)

Unit V: Collaborative Data Analysis (Week 8 and 9)

- Group projects: Collaborative data analyses using R
- Small group investigations into various aspects of shared datasets
- In-class discussions and troubleshooting

Unit VI: Framing Capstone Project and Pre-Capstone Pilot (Week 10 and 11)

- Guided discussions on framing a capstone project
- Initiating a pre-capstone pilot proposal
- Individual and group consultations on project ideas

Unit VII: Introduction to Flow and Technological Advancements (Week 12 and 13)

- Understanding the significance of technology like Flow
- Hands-on experience with Flow for data analysis (asynchronous assignment)
- Implications of technological advancements in organizational leadership evaluations

Unit VIII: Capstone Project Presentations and Reflection (Week 14)

- Final presentations of capstone projects
- Reflection on the course and its impact on research skills
- Discussion on the relevance of data analysis in real-world scenarios

Appendix B.14.1. SWK 965

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research
Course Prefix & Number	SWK 965
Course Title	Application of Research Methods and Analytic Techniques
Description	Through a combination of theoretical instruction, practical exercises, and hands-on experience with R and Flow software, students will develop a concept for their capstone project, pilot this concept by collecting a small amount of data, and analyze the data using both quantitative and qualitative approaches. Additionally, students will learn how to effectively present their findings and insights derived from the data analysis.
Pre/ Co Requisites	Prerequisite: SWK 960
Credits	3
Hours	3
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

This final research course provides students with the opportunity to apply empirical methods and analytic techniques to their capstone project in leadership. As the courses in this doctoral program lead to the students completing a capstone project, this course provides them with the opportunity to integrate all of the material from the other research course towards this goal.

4. **Learning Outcomes:**

- Develop a concept for the capstone project in leadership.
- Design and implement a pilot study to collect a small amount of data.
- Utilize R and Flow software for data analysis.
- Analyze both quantitative and qualitative data.
- Present findings effectively through written and oral communication.
- Reflect on the pilot study and identify potential changes or shifts in the capstone project.

5. **Date of departmental approval:** 09/04/24

Appendix B.14.2. SWK 965

SWK 965 Application of Research Methods and Analytic Techniques (4th course in research sequence)

Course Description This doctoral-level course is designed to provide students with the opportunity to apply research methods and analytic techniques in the context of their capstone project in leadership. Through a combination of theoretical instruction, practical exercises, and hands-on experience with R and Flow software, students will develop a concept for their capstone project, pilot this concept by collecting a small amount of data, and analyze the data using both quantitative and qualitative approaches. Additionally, students will learn how to effectively present their findings and insights derived from the data analysis. Through critical reflection and discussion, students will also explore potential changes or shifts in their capstone project based on the lessons learned during the pilot phase.

Hours & Credits 3 hours; 3 credits

Prerequisites SWK 950: Applied Social Work Research Methods, SWK 955: Evaluation Research, SWK 960: Introduction to Data Visualization and R

Learning Outcomes Upon completing this course, students will:

- Develop a concept for the capstone project in leadership.
- Design and implement a pilot study to collect a small amount of data.
- Utilize R and Flow software for data analysis.
- Analyze both quantitative and qualitative data.
- Present findings effectively through written and oral communication.
- Reflect on the pilot study and identify potential changes or shifts in the capstone project.

Texts /Readings

Poth, C. N. (Ed.). (2023). The Sage handbook of mixed methods research design. SAGE Publications Limited.

Creswell, J. W., & Clark, V. L. P. (2018). Designing and conducting mixed methods research 3rd Edition. Sage publications.

Huseby-Lie, Iselin. "Children's perspectives on contact with birth parents: a mixed-methods systematic review." *European Journal of Social Work* 27.3 (2024): 519-533.

Papakonstantinou Rodi, L., Hastings, R. P., Gray, K. M., & Wolstencroft, J. (2024). Practitioners' experiences of delivering parenting interventions remotely: A mixed-methods study. *Journal of Policy and Practice in Intellectual Disabilities*, 21(2), e12482.

Online tutorials and resources

Qualitative vs Quantitative vs Mixed Methods Research: How to Choose Research Methodology.
<https://www.youtube.com/watch?v=hECPeKv5tPM>.

Mixed Methods Design: Nature and Characteristics ~GM Lectures-
https://www.youtube.com/watch?v=-a23f1WY_Oo.

Field, A., Field, Z., & Miles, J. (2012). *Discovering statistics using R*.

How to Install R and RStudio on Windows 11 <https://www.youtube.com/watch?v=H9EB1FDGG4k>.

R For Data Science Full Course | Data Science with R Full Course |Data Science Tutorial |Simplilearn. https://www.youtube.com/watch?v=iROHLA_TXQM.

Assessment/Grading	Participation: 10%
	Conceptualization of Capstone Project: 20%
	Pilot Study Report: 30%
	Data Analysis and Presentation: 30%
	Reflection and Adjustment Commentary: 10%

Weekly Topics

Unit I -: Introduction to Capstone Project Development (Week 1 and 2)

- Overview of the capstone project requirements and expectations.
- Selecting a research topic and developing a research question.
- Understanding the importance of pilot studies in research.

Unit II: Research Design and Methodology (Week 3 and 4)

- Choosing appropriate research designs for pilot studies.
- Developing a research plan and data collection strategy.
- Ethical considerations in research design and implementation.

Unit III: Data Collection (Week 5 and 6)

- Implementing the pilot study design.
- Collecting and managing data.
- Addressing challenges and adapting the research plan as needed.

Unit IV: Review the Basics of R for Data Analysis (Week 7 and 8)

- Basics of R programming language.
- Importing, cleaning, and organizing data in R.
- Conducting basic statistical analyses using R.

Unit V: Analyzing Quantitative Data (Week 9 and 10)

- Exploratory data analysis (EDA) techniques.
- Hypothesis testing and inferential statistics.
- Interpreting and presenting quantitative findings.

Unit VI: Analyzing Qualitative Data (Week 11 and 12)

- Introduction to qualitative data analysis.
- Coding and thematic analysis.
- Integrating qualitative and quantitative data for comprehensive analysis.

Unit VII: Presentation of Findings (Week 13)

- Communicating research findings effectively through written reports.
- Creating visually engaging presentations.
- Practice presenting findings orally.

Unit VIII: Reflection and Capstone Project Adjustment (Week 14)

- Reflecting on the pilot study experience.
- Identifying strengths and weaknesses of the pilot project.
- Discussing potential changes or shifts in the capstone project based on pilot study findings and reflections

Appendix B.15.1. SWK 970

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 970
Course Title	Capstone Seminar & Supervision I
Description	This seminar is designed to support and supervise students in the early stages of their Capstone Project by focusing on the development of their literature reviews and Institutional Review Board (IRB) applications. Through critical engagement with scholarly literature, structured writing exercises, and peer discussions, students will refine their Capstone Project conceptual frameworks.
Pre/ Co Requisites	None
Credits	4
Hours	4
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

This course is necessary in order to enhance doctoral students' ability to write a well-developed literature review for their Capstone Project and to be guided through the IRB application process, ensuring compliance with ethical research standards.

4. **Learning Outcomes:**

- Develop a comprehensive and critical literature review relevant to their Capstone Project topic.
- Identify and articulate a clear theoretical and conceptual framework for their Capstone Project.
- Synthesize existing research to justify the significance and contribution of their Capstone project.
- Understand ethical research principles and apply them to their Capstone Project design.
- Prepare and refine an IRB application, ensuring compliance with ethical guidelines.
- Strengthen academic writing skills for scholarly publication writing.
- Engage in peer review and constructive academic discourse.

5. **Date of departmental approval:** 09/04/24

Appendix B.15.2. SWK 970

Course Title: SWK 970: Capstone Seminar & Supervision I

Course Description

These doctoral-level seminars are designed to support and supervise students in the early stages of their capstone research by focusing on the development of their literature reviews and Institutional Review Board (IRB) applications. Through critical engagement with scholarly literature, structured writing exercises, and peer discussions, students will refine their research questions and conceptual frameworks. Additionally, students will be guided through the IRB application process, ensuring compliance with ethical research standards. By the end of the course, students will have a completed draft of their literature review and a well-prepared IRB application, to be submitted in the summer of Year 2 in preparation for data collection in the fall of Year 3.

Hours & Credits 4 hours; 4 credits

Prerequisites Admission to the Doctoral Program and passage of 2nd examination.

Learning Outcomes Upon successful completion of this course, students will:

- Develop a comprehensive and critical literature review relevant to their capstone topic.
- Identify and articulate a clear theoretical and conceptual framework for their research.
- Synthesize existing research to justify the significance and contribution of their capstone.
- Understand ethical research principles and apply them to their study design.
- Prepare and refine an IRB application, ensuring compliance with ethical guidelines.
- Strengthen academic writing skills for scholarly publication and capstone writing.
- Engage in peer review and constructive academic discourse.
- Develop a clear and concise capstone topic, project scope, and timeline with the guidance of faculty supervisor

Texts /Readings

- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Creswell, J. W. & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Punch, K. F. (2016). *Developing effective research proposals* (3rd ed.). SAGE Publications.
- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).

- Additional peer-reviewed journal articles and resources will be assigned throughout the course.

Assessment/Grading	Participation and Engagement: 15%
	Annotated Bibliography (15 sources): 15%
	Draft Literature Review: 25%
	Theoretical Framework Paper: 20%
	IRB Application & Advisory meetings (Draft & Feedback Integration): 25%

Weekly Topics

Unit I: Introduction to Doctoral Research (Weeks 1-2)

- Overview of capstone expectations and timeline.
- Defining research problems and research questions.
- The role of the literature review in scholarly research.

Unit II: Conducting a Comprehensive Literature Review (Weeks 3-4)

- Searching and selecting relevant scholarly literature.
- Organizing and synthesizing sources.
- Writing a critical and coherent literature review.

Unit III: Developing a Theoretical and Conceptual Framework (Weeks 5-6)

- Understanding theoretical and conceptual frameworks.
- Identifying key theories relevant to the research.
- Integrating theory into the research design.

Unit IV: Ethical Research and the IRB Process (Weeks 7-8)

- Understanding ethical principles in research with human subjects.
- Navigating the Institutional Review Board (IRB) process.
- Drafting the IRB application: elements and requirements.

Unit V: Methodological Considerations for the IRB (Weeks 9-10)

- Developing data collection and recruitment strategies.
- Addressing ethical concerns such as informed consent and confidentiality.
- Writing effective data management and risk mitigation plans.

Unit VI: Strengthening Academic Writing (Weeks 11-12)

- Refining scholarly writing and citation practices.
- Structuring the literature review for clarity and impact.
- Peer review and feedback on literature review drafts.

Unit VII: Finalizing the Literature Review and IRB Application (Week 13)

- Integrating feedback and revising the literature review.
- Preparing for capstone proposal defense.

Unit VIII: Reflection and Next Steps (Week 14)

- Discussing lessons learned and remaining gaps.
- Planning for IRB submission at end of Year 2.
- Preparing for capstone research and data collection.

Appendix B.16.1. SWK 975

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 975
Course Title	Capstone Seminar & Supervision II
Description	This doctoral-level seminar is designed to support students to develop and curate electronic portfolios (E-Portfolios) as public-facing repositories for their Capstone Projects. Using the Wix platform, students will design professional websites to showcase their research, artifacts, and scholarly contributions. In addition, students will enhance their communication skills through the creation of promotional videos and the development of effective elevator pitches.
Pre/ Co Requisites	Prerequisite: SWK 970
Credits	4
Hours	4
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics

	☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

This course will provide guidance to doctoral students on leveraging technology for professional branding, research dissemination, and academic job market readiness through developing electronic portfolios and designing professional websites. This applies as well to the their use of electronic portfolios for their Capstone Projects.

4. **Learning Outcomes:**

- Develop and launch a public-facing E-Portfolio using the Wix template.
- Curate and organize artifacts from their Capstone Projects for digital presentation.
- Utilize digital storytelling techniques to create a professional research video.
- Construct and deliver an engaging elevator pitch summarizing their Capstone Project.
- Apply strategies for promoting and marketing academic research online.
- Demonstrate proficiency in personal branding and professional networking.
- Critically assess digital tools for academic and professional communication.

5. **Date of departmental approval:** 09/04/24

Appendix B.16.2. SWK 975

Course Title: SWK 975: Capstone Seminar & Supervision II

Course Description These doctoral-level seminars are designed to support students to develop and curate electronic portfolios (E-Portfolios) as public-facing repositories for their capstone projects. Using the Wix platform, students will design professional websites to showcase their research, artifacts, and scholarly contributions. In addition, students will enhance their communication skills through the creation of promotional videos and the development of effective elevator pitches. This course will also provide guidance on leveraging technology for professional branding, research dissemination, and academic job market readiness.

Hours & Credits 4 hours; 4 credits

Prerequisites Successful completion of SWK 925: Capstone Seminar & Supervision I

Learning Outcomes Upon successful completion of this course, students will:

- Develop and launch a public-facing E-Portfolio using the Wix template.
- Curate and organize artifacts from their capstone projects for digital presentation.
- Utilize digital storytelling techniques to create a professional research video.
- Construct and deliver an engaging elevator pitch summarizing their research.
- Apply strategies for promoting and marketing academic research online.
- Demonstrate proficiency in personal branding and professional networking.
- Critically assess digital tools for academic and professional communication.
- Ensure timeline for capstone project remains appropriate
- Address any issues with data collection or logistics of the project with faculty supervisor

Texts /Readings

- Bonk, C. J. (2020). The world is open: How web technology is revolutionizing education. Jossey-Bass.
- Galeucia, A., Bowles, B., Baumgartner, J., & Burdette, R. (2023). Using ePortfolios to Help Students Reframe, Reflect, and Integrate Their Learning. *Across the Disciplines*, 20, 4-30.
- Anderson, M. (2024). Teaching digital storytelling: Inspiring voices through online narratives: Edited by Sheila Marie Aird and Thomas P. Mackey, Rowman & Littlefield, ISBN-13: 978-1-5381-7292-6.
- Duarte, N. (2019). Resonate: Present visual stories that transform audiences. Wiley.
- Godin, S. (2020). This is marketing: You can't be seen until you learn to see. Portfolio.
- Online tutorials and resources on Wix, video production, and digital branding.

Assessment/Grading E-Portfolio Development and Design: 30%

Capstone Artifact Curation: 20%
Promotional Research Video: 20%
Elevator Pitch Presentation: 20%
Advisor Feedback: 10%

Weekly Topics

Unit I: Introduction to E-Portfolios & Digital Identity (Weeks 1-2)

- Overview of E-Portfolios and their role in academia and professional branding.
- Setting up a Wix account and exploring design templates.
- Defining individual branding goals for the capstone project.

Unit II: Structuring the E-Portfolio (Weeks 3-4)

- Organizing research artifacts and capstone project materials.
- Writing compelling introductions, abstracts, and project summaries.
- Integrating multimedia elements into the E-Portfolio.

Unit III: Creating Digital Research Videos (Weeks 5-6)

- Introduction to digital storytelling and research promotion.
- Video scripting, filming, and editing basics.
- Using tools like Canva, iMovie, and Adobe Premiere Rush.

Unit IV: Elevator Pitches for Research (Weeks 7-8)

- Crafting concise and engaging research summaries.
- Delivering persuasive and confident presentations.
- Recording and refining elevator pitch videos.

Unit V: Enhancing Online Visibility and Marketing Research (Weeks 9-10)

- Strategies for academic and professional self-promotion.
- Leveraging LinkedIn, ResearchGate, and Google Scholar.
- Using SEO and digital marketing techniques for research visibility.

Unit VI: Peer Review and Portfolio Refinement (Weeks 11-12)

- Providing and integrating constructive feedback.
- Enhancing accessibility and usability of E-Portfolios.
- Finalizing capstone artifact presentations.

Unit VII: Showcasing the Final E-Portfolio (Week 13)

- Presenting and defending the E-Portfolio.
- Reflecting on key takeaways from the course.

Unit VIII: Next Steps & Professional Growth (Week 14)

- Planning for post-capstone research dissemination.
- Applying E-Portfolio strategies for job applications and tenure tracks.

- Networking and building a sustainable academic presence.

Appendix B.17.1 SWK 980

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL WORK
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 980
Course Title	Capstone Seminar & Supervision III
Description	Students will engage in an iterative review process to enhance the clarity, feasibility, and rigor of their Capstone Project proposals based on faculty feedback. Additionally, this course will provide guidance on the Institutional Review Board (IRB) application process, ensuring students understand and adhere to ethical research principles. By the end of the course, students will submit a revised Capstone Project proposal and an IRB application for approval to conduct their studies.
Pre/ Co Requisites	Prerequisite: SWK-975
Credits	4
Hours	4
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics

	☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

This seminar supports doctoral students in the revision and refinement of their Capstone Project proposal leading to their submitting it to the IRB for approval.

4. **Learning Outcomes:**

- Critically assess and incorporate committee feedback into their Capstone Project proposals.
- Strengthen the theoretical framework and methodological rigor of their Capstone Project designs.
- Develop a comprehensive understanding of ethical considerations in research with human subjects.
- Prepare and submit an IRB application for research approval.
- Engage in peer and faculty reviews to enhance the quality of their Capstone Project proposals.
- Develop strategies for addressing potential IRB concerns and revisions.

5. **Date of departmental approval:** 09/04/24

Appendix B.17.2. SWK 980

Course Title: SWK 980: Capstone Seminar & Supervision IV

Course Description These doctoral-level seminars support students in the revision and refinement of their successfully defended capstone proposals. Students will engage in an iterative review process to enhance the clarity, feasibility, and rigor of their proposals based on committee feedback. Additionally, this course will provide guidance on the Institutional Review Board (IRB) application process, ensuring students understand and adhere to ethical research principles. By the end of the course, students will submit a revised capstone proposal and an IRB application for approval to conduct their research studies.

Hours & Credits 4 hours; 4 credits

Prerequisites Successful defense of capstone proposal in SWK 975

Learning Outcomes Upon successful completion of this course, students will:

- Critically assess and incorporate committee feedback into their capstone proposals.
- Strengthen the theoretical framework and methodological rigor of their research designs.
- Develop a comprehensive understanding of ethical considerations in research with human subjects.
- Prepare and submit an IRB application for research approval.
- Engage in peer and faculty reviews to enhance the quality of their proposals.
- Develop strategies for addressing potential IRB concerns and revisions.

Texts /Readings

- **Creswell, J. W. & Creswell, J. D. (2023).** *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- **Punch, K. F. (2016).** *Developing effective research proposals* (3rd ed.). SAGE Publications.
- **American Psychological Association (2020).** *Publication manual of the American Psychological Association* (7th ed.).
- **Israel, M., & Hay, I. (2021).** *Research ethics in social work: Principles and practices*. Routledge.
- Online resources related to IRB applications, ethics training modules, and capstone proposal writing.

Assessment/Grading

Proposal Revision Plan: 20%

Peer Review of Revised Proposal: 15%

Final Capstone Proposal Submission: 25%

IRB Application Draft & Peer Feedback: 20%

Final IRB Submission & Reflection: 20%

Weekly Topics

Unit I: Revisiting the Capstone Proposal (Weeks 1-2)

- Reviewing committee feedback and identifying areas for improvement.
- Developing a revision plan and timeline.
- Strengthening research questions and theoretical framework.

Unit II: Refining Research Methodology (Weeks 3-4)

- Addressing methodological concerns and ensuring research feasibility.
- Evaluating sampling, data collection, and analysis strategies.
- Justifying methodological choices within the proposal.

Unit III: Ethical Considerations & IRB Process (Weeks 5-6)

- Understanding ethical research principles and human subjects protections.
- Reviewing case studies on ethical dilemmas in social work research.
- Navigating the IRB application process and requirements.

Unit IV: Preparing the IRB Application (Weeks 7-8)

- Drafting key IRB components: research design, recruitment, consent forms.
- Addressing potential ethical concerns.
- Engaging in peer review of IRB drafts.

Unit V: Strengthening Proposal Writing & Peer Review (Weeks 9-10)

- Enhancing clarity and coherence in writing.
- Engaging in structured peer feedback sessions.
- Revising the proposal based on peer and faculty input.

Unit VI: Finalizing IRB Submission (Weeks 11-12)

- Integrating feedback into the final IRB application.
- Submitting IRB applications for faculty review.
- Preparing for possible IRB revisions and clarifications.

Unit VII: Final Capstone Proposal Submission (Week 13)

- Submitting the fully revised capstone proposal.
- Ensuring alignment with IRB requirements.

Unit VIII: Reflection and Next Steps (Week 14)

- Reflecting on the IRB submission experience.
- Preparing for next stages of data collection and capstone progression.
- Planning for potential IRB amendments.

Appendix B.18.1. SWK 985

LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK DEPARTMENT OF SOCIAL WORK CURRICULUM CHANGE

1. Type of Change: New Course

2. Description:

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 985
Course Title	Capstone Seminar & Supervision IV
Description	This seminar focuses on the execution of students' Capstone Project through data collection and analysis. Students will implement their proposal designs, collect data following ethical research protocols, and apply appropriate qualitative and/or quantitative analysis techniques. Throughout the semester, students will engage in discussions on emerging challenges in data collection and explore best practices for analyzing and interpreting findings.
Pre/ Co Requisites	Prerequisite: SWK 980
Credits	4
Hours	4
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science

	☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

This course will enhance students' ability to carry out the implementation of their Capstone Project, concurrently focusing on data collection and analysis. It will also help them work through any challenges that may occur in the carrying out of their projects.

4. **Learning Outcomes:**

- Execute their approved Capstone Project plans and collect data.
- Apply appropriate data analysis techniques to examine their findings.
- Address challenges related to data collection and analysis in real-time.
- Interpret and contextualize Capstone Project findings within the existing literature.
- Develop preliminary conclusions and implications based on their analysis.
- Engage in discussions with faculty and peers regarding their Capstone Project process.

5. **Date of departmental approval:** 09/04/24

Appendix B.18.2. SWK 985

Course Title: SWK 985: Capstone Seminar & Supervision IV

Course Description

This doctoral-level seminar focuses on the execution of students' capstone research through data collection and analysis. Students will implement their research designs, collect data following ethical research protocols, and apply appropriate qualitative and/or quantitative analysis techniques. Throughout the semester, students will engage in discussions on emerging challenges in data collection and explore best practices for analyzing and interpreting findings. Additionally, students will meet regularly with their capstone chair for individualized capstone advisement to ensure steady progress toward capstone completion.

Hours & Credits: 4 hours; 4 credits

Prerequisites: Successful IRB approval and completion of SWK 980

Learning Outcomes Upon successful completion of this course, students will:

- Execute their approved research plans and collect capstone data.
- Apply appropriate data analysis techniques to examine their findings.
- Address challenges related to data collection and analysis in real-time.
- Interpret and contextualize research findings within the existing literature.
- Develop preliminary conclusions and implications based on their analysis.
- Engage in discussions with faculty and peers regarding their research process.
- Maintain regular progress through capstone advisement meetings.

Required Readings

- Creswell, J. W. & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.
- Patton, M. Q. (2020). Qualitative research & evaluation methods (5th ed.). SAGE Publications.
- Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). SAGE Publications.
- Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications.
- Additional online resources on data analysis tools such as NVivo, SPSS, and R.

Assessment & Grading

Data Collection Progress Report: 20%
Preliminary Data Analysis Presentation: 20%
Challenges & Solutions in Data Collection Reflection: 15%
Final Data Analysis Report: 30%
Capstone Advisement Participation: 15%

Weekly Topics and Course Structure

Unit I: Preparing for Data Collection (Weeks 1-2)

- Reviewing IRB protocols and ethical data collection practices.
- Finalizing logistics for data collection.
- Addressing potential field challenges.

Unit II: Implementing Data Collection (Weeks 3-5)

- Conducting surveys, interviews, or other approved data collection methods.
- Maintaining data integrity and security.
- Troubleshooting fieldwork challenges.

Unit III: Introduction to Data Analysis (Weeks 6-7)

- Organizing and cleaning collected data.
- Selecting appropriate analytical techniques.
- Introduction to data visualization and reporting.

Unit IV: Analyzing Quantitative Data (Weeks 8-9)

- Conducting descriptive and inferential statistical analyses.
- Using SPSS, R, or other statistical software.
- Interpreting statistical findings.

Unit V: Analyzing Qualitative Data (Weeks 10-11)

- Coding and thematic analysis.
- Using NVivo or manual coding strategies.
- Ensuring rigor and trustworthiness in qualitative analysis.

Unit VI: Interpretation and Reporting (Weeks 12-13)

- Synthesizing findings within the context of literature.
- Identifying key themes and conclusions.
- Preparing preliminary results for discussion.

Unit VII: Next Steps in Capstone Writing (Week 14)

- Outlining the discussion and implications chapters.
- Planning for transition into capstone finalization.

Appendix B.19.1. SWK 990

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. Type of Change: New Course**2. Description:**

Department(s)	Social Work
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	Research Technologies
Course Prefix & Number	SWK 990
Course Title	Capstone Seminar & Supervision V
Description	This seminar provides structured guidance for students as they finalize their Capstone Projects. Students will engage in classroom discussion to refine their final Capstone Project manuscripts. By the end of the semester, students will have successfully completed their Capstone Projects in preparation for graduation.
Pre/ Co Requisites	Prerequisite: SWK 985
Credits	4
Hours	4 hours
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures

	☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World
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3. **Rationale:**

This course will enable students to complete their Capstone Projects, which is the culmination of this doctoral endeavor. This will result in their graduation from this doctoral program.

4. **Learning Outcomes:**

- Revise and finalize all parts of their Capstone Project.
- Engage in structured peer and faculty feedback to refine their work.
- Complete final manuscript revisions based on faculty feedback.
- Prepare for post-graduation dissemination of Capstone Project findings.

5. **Date of departmental approval:** 09/04/24

Appendix B.19.2. SWK 990

Course Title: SWK 990: Capstone Seminar & Supervision V - Final Defense

Course Description

This doctoral-level seminar provides structured guidance for students as they finalize their capstones in preparation for defense and submission. Students will work closely with their capstone chairs to refine their final capstone manuscripts, engage in peer review sessions, and prepare for their final oral defense. This course also covers the capstone deposit process, ensuring compliance with university formatting and submission guidelines. By the end of the semester, students will have successfully defended and deposited their capstones in preparation for graduation.

Hours & Credits: 4 hours; 4 credits

Prerequisites: Completion of SWK 985 and data analysis phase of capstone

Learning Outcomes Upon successful completion of this course, students will:

- Revise and finalize all chapters of their capstones.
- Engage in structured peer and faculty feedback to refine their work.
- Develop and practice a compelling capstone defense presentation.
- Successfully defend their capstones before their capstone committees.
- Complete final manuscript revisions based on committee feedback.
- Submit their final capstones according to university guidelines.
- Prepare for post-graduation dissemination of research findings.

Required Readings

- Dunleavy, P. (2003). *Authoring a PhD: How to plan, draft, write, and finish a doctoral thesis or dissertation*. Palgrave Macmillan.
- Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success*. University of Chicago Press.
- Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations* (9th ed.). University of Chicago Press.
- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).
- University capstone formatting and submission guidelines (provided by instructor).

Assessment & Grading

Full Capstone Draft Submission: 25%
Peer Review & Feedback Sessions: 15%
Capstone Defense Presentation: 30%
Final Capstone Submission & Deposit: 30%

Weekly Topics and Course Structure

Unit I: Revising the Capstone Manuscript (Weeks 1-3)

- Incorporating feedback from previous semesters.
- Strengthening argumentation and coherence.
- Ensuring APA and formatting compliance.

Unit II: Peer Review and Faculty Feedback (Weeks 4-5)

- Engaging in structured peer review sessions.
- Addressing key weaknesses and making final improvements.

Unit III: Preparing for the Capstone Defense (Weeks 6-7)

- Structuring an effective defense presentation.
- Addressing anticipated questions from the committee.
- Practicing defense delivery with peers and faculty.

Unit IV: Capstone Defense & Refinement (Weeks 8-9)

- Conducting the final oral defense.
- Addressing committee feedback for final manuscript revisions.

Unit V: Capstone Finalization and Submission (Weeks 10-12)

- Implementing final revisions post-defense.
- Ensuring compliance with university submission guidelines.
- Preparing for electronic and physical submission.

Unit VI: Preparing for Research Dissemination (Weeks 13-14)

- Exploring opportunities for publishing research findings.
- Preparing manuscripts for academic conferences and journals.
- Career planning and leveraging capstone research for professional advancement.

Appendix C:

C.0.1 Data on Faculty Members Directly Associated with the Proposed Doctoral Program (Form)

Institution	Lehman College (CUNY)	Date	08/2024
Program	Social Work	Degree	Doctorate in Social Work (DSW)

Table 7: Data on Faculty Members Directly Associated With the Proposed Doctoral Program

Name	FT/PT	Dept	Sex M/F	R/E ¹	Article s in Refere d Journ als in the past 5 yrs	External Researc h Support in Current AY	Dissertatio n Load Current AY		Any Dissertatio n Load in the previous 5 yrs.		# of Advisees Current AY		# of Classes Taught Current AY		% FTE Time to Propose d Program	
							Com	Chr	Com	Chr	Do c	Mstr s	GRA D	UGR D		
Full Professor																
Joy Greenberg	FT	Social Work	F	Whit e	1	0	0	0	0	0	0	0	1	0		
Evan Senreich	FT	Social Work	M	Whi te	14	1	0	0	1	0	0	14	5	0		
Bryan Warde	FT	Social Work	M	Blac k	1	0	2	0	1	0	1	0	5	1		
Associate Professor																
Nicole Saint-Louis	FT	Social Work	F	Whit e	6	1	0	0	1	0	1	0	5	2		
Amanda Sisselman- Borgia	FT	Social Work	F	Whit e	10	2	0	0	0	0	0	0	4	0		
Mohan Vinjamuri	FT	Social Work	M		0	0	0	7	0	0	7	0	4	2		
Brenda Williams-Gray	FT	Social Work	F	Blac k	3	0	0	0	0	0	0	0	2	0		
Assistant Professor																
Maurice Vann	FT	Social Work	M	Blac k	2	4	0	0	0	0	0	0	1	1		

C.0.2 DSW Faculty CVs

Appendix C.1

Joy Pastan Greenberg

Professor

MSW Program Director

Department of Social Work
Lehman College, City University of New York
250 Bedford Park Boulevard West
Bronx, NY 10468
joy.greenberg@lehman.cuny.edu

PROFESSIONAL INTERESTS

Early Childhood Education and Care Policy
Immigrants and Education
School Social Work in the Urban Environment

EDUCATION

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK

New York, NY

Ph.D., October 2007

Concentration in Social Policy, Planning, and Policy Analysis
Dissertation Title: Early Childhood Education and Care Policies and Children's
Care Arrangements from 1991-2005: Evidence from the National Household
Education Survey

NEW YORK UNIVERSITY

New York, NY

Master of Social Work, May 1994

NEW YORK UNIVERSITY

New York, NY

Master of Business Administration, May 1992

TUFTS UNIVERSITY

Medford, MA

Bachelor of Arts, May 1984

Concentration in International Relations and French

TEACHING AND ADMINISTRATIVE EXPERIENCE

2007-present **LEHMAN COLLEGE/CITY UNIVERSITY OF NEW YORK**

Bronx, NY

(promotion-2020) Professor

(promotion-2015) Associate Professor

(tenure-2014) ~~OB~~ Assistant Professor

Courses: BSW Program: Foundations of Social Work Practice I and II,
Fieldwork Seminar I and II

MSW Program: Social Welfare Programs and Institutions, Social Work Research II, Fieldwork and Seminar I and
II, Issues in Urban Child Welfare, Administration of Urban Agencies,

Developed curriculum for MSW elective course: Social Work in Urban

Schools

2014-present **MSW Program Director**

2003-2007 **COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK** New York, NY
Preceptor/Adjunct Lecturer
Course: Social Welfare Policy

2003-2005 **COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK** New York, NY
Teaching Assistant

Worked as teaching assistant for the Advanced Seminar in Child and Family Policy I and II and the Seminar in Social Policy for second year doctoral students. (Dr. Sheila Kamerman, Professor)

2002-2004 **COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK** New York, NY
Teaching Assistant

Worked as teaching assistant for the Seminar in Policy Practice course for 2nd year Masters students and developed lecture notes and conducted weekly lab on statistical data analysis. Assisted students with periodic assignments. (Dr. Jane Waldfogel and Dr. Wen Jui-Han, Professors)

PREVIOUS WORK EXPERIENCE

1997-2001 **LARCHMONT TEMPLE NURSERY SCHOOL** Larchmont, NY
Group Facilitator

Conducted parenting groups for mothers and toddlers. Led discussions on a variety of child development issues. Authored monthly column, *PARENTALK*, for school's newsletter.

1995-1998 **WEST 11TH STREET PEDIATRICS** New York, NY
Group Facilitator

Founded and ran *Parent Learning*, a series of socio-educational groups for new parents and their children.

1994-1995 **EDUCATIONAL ALLIANCE** New York, NY
Associate Director of Parenting Programs

Facilitated parenting groups for single parents, new mothers, and caregivers.

1994 **THE EDUCATIONAL ALLIANCE** New York, NY
Social Work Intern

Conducted/facilitated parenting groups for neighborhood residents.
Provided individual counseling.

1993 **THE ASSOCIATED BLIND** New York, NY
Social Work Intern

Provided individual and group counseling for residents.
Coordinated treatment planning with supervisor.

- 1986-1989 **THE BOSTON FIVE CENTS SAVINGS BANK** Boston, MA
Regional Manager, Lending Officer
Supervised and directed loan office staff of seven to originate, process, and close residential mortgage applications. Maximized production efforts of three Loan Officers through implementation of marketing strategies, sales calls, direct mail campaigns and seminars. Prepared and monitored salary and operating budget of \$650,000.
- 1985-1986 **THE BOSTON FIVE CENTS SAVINGS BANK** Boston, MA
Loan Officer
Utilized marketing and public relations techniques to originate loans. Designed and conducted educational seminars for the public.
- 1984-1985 **THE BOSTON FIVE CENTS SAVINGS BANK** Boston, MA
Loan Processor
Provided customers with information on mortgage products, rates, and loan status.
- 1989-1990 **EDUCATORS FOR SOCIAL RESPONSIBILITY** Cambridge, MA
Financial Management Consultant
Developed corporate fundraising prospects, conducted budget analysis.

PROFESSIONAL AND PUBLIC SERVICE

Consulting Editor, *Children and Schools*
Consulting Editor, *Social Work*
Manuscript Reviewer, *Children and Schools*
Manuscript Reviewer, *Children and Youth Services Review*
Manuscript Reviewer, *Learning and Individual Differences*
Office of Women in Higher Education Steering Committee (2012-present)
Reviewer, Annual Program Meeting of the Council on Social Work Education, 2011.
Reviewer, Annual Program Meeting of the Council on Social Work Education, 2010.
Reviewer, Annual Program Meeting of the Council on Social Work Education, 2009.
Member, Lehman College Senate, 9/09-9/13
Member, Lehman College Center for Human Rights and Peace Studies Steering Committee, 2009-2014
Member, Search Committee for Dean of Health Sciences, Human Services and Nursing, 02/12-12/12, and 5/13-12/13
Created MSW elective course, Social Work in Urban Schools
Member, University Settlement Program Committee, 2015-present

PUBLICATIONS

Warde, B. Kahn, J.M., & Greenberg, J. P. (2022). Conversations about race and racism: A qualitative study of the classroom experiences of recently graduated MSW alumni. *Smith College Studies in Social Work*, 92(1), 28-47.

Greenberg, J.P., & Kahn, J.M. (2018). *Early Childhood Education and Care: History, Policy, and Social Work Practice*. Washington, DC: NASW Press.

- Greenberg, J.P., Vinjamuri, M., Williams-Gray, B., & Senreich, E. (2018). Shining the light on intersectionality: The complexities of similarity and difference in the therapeutic process from the perspectives of Black and Hispanic social workers. *Smith College Studies in Social Work*, 88(1), 59-81.
- Kahn, J.M., & Greenberg, J.P. (2017). Urban children in foster care placements. In N.K. Phillips & S.L.A. Straussner (Eds.), *Children in the urban environment: Linking social policy and clinical practice* (253-277). Springfield, IL: Charles C. Thomas Publisher, Ltd.
- Senreich, E., Ogden, L.P., & Greenberg, J.P. (2017). Enhancing social work students' knowledge and attitudes regarding substance-using clients through SBIRT training. *Journal of Social Work Education*, 53(2), 260-275.
- Senreich, E., Ogden, L.P., & Greenberg, J.P. (2017). A postgraduation follow-up of students trained in "SBIRT": Rates of usage and perceptions of effectiveness. *Social Work in Health Care*, 56(5), 412-434.
- Greenberg, J. P. (2014). Significance of After-School Programming for Immigrant Children during Middle Childhood: Opportunities for School Social Work. *Social Work*, 59(3), 243-251.
- Greenberg, J. P., Herman-Smith, R., Allen, S.F., & Fram, M. S. (2013). Early childhood education and care content for the social work curriculum. *Journal of Teaching in Social Work*, 33(3), 308-324.
- Greenberg, J. P. (2013). Determinants of after-school programming for school-age immigrant children. *Children & Schools*, 35(2), 101-111.
- Greenberg, J. P. (2012). Educational engagement practices of urban immigrant Latina mothers. *Journal of Ethnic and Cultural Diversity in Social Work*, 21(3), 231-148.
- Greenberg, J. P. (2012). Serving Hispanic school-age children in after-school programming: Implications for school social work. *School Social Work Journal*, 36(2), 73-88.
- Greenberg, J. P., & Kahn, J.M. (2012). Early childhood education and care use: Differences by race/ethnicity and age. *Journal of Children and Poverty*, 18(1), 23-54.
- Greenberg, J. P. (2011). The impact of maternal education on children's enrollment in early childhood education and care. *Children and Youth Services Review* 33(7), 1049-1057.
- Greenberg, J. P., & Kahn, J. M. (2011). The influence of immigration status on early childhood education and care enrollment. *Journal of Early Childhood Research* 9(1), 20-35.
- Greenberg, J. P. (2010). Assessing policy effects on enrollment in early childhood education and care. *Social Service Review* 84(3), 461-490.
- Kahn, J. M., & Greenberg, J. P. (2010). Factors predicting early childhood education and care use by immigrant families. *Social Science Research* 39(4), 642-651.

WORK IN PROGRESS

Kahn, J. M., Greenberg, J. P., & Phillips, N. K. Accepted book manuscript (Oxford University Press), *The Power of Policy: The Past, Present, and Future*.

Saint-Louis, N., Greenberg, J. P., & Kahn, J. M. Accepted book chapter: A Social Work Department's Efforts to Confront Racism via a Faculty Learning Community in *Faculty Learning Communities: Communities of Practice that Support, Inspire, Engage and Transform Higher Education Classrooms*.

DISSERTATION

Early Childhood Education and Care Policies and Children's Care Arrangements from 1991-2005: Evidence from the National Household Education Survey

PRESENTATIONS

Kahn, J.M., & Greenberg, J. P. (2017). Social work roles in early childhood education and care, New York State Social Work Education Association, Saratoga Springs, NY.

Greenberg, Vinjamuri, & Williams-Gray (2016). Shining the Light on Intersectionality: The Complexities of Similarities and Differences in the Therapeutic Process from the Perspectives of Black and Hispanic Social Workers New York State Social Work Education Association, Saratoga Springs, NY.

Senreich, E., & Greenberg, J. P. (2015). Infusing "SBIRT" Training into Practice Courses to Prepare Students to Work with Substance Using Clients: A One-Year Evaluation, New York State Social Work Education Association, Saratoga Springs, NY.

Kahn, J. M., & Greenberg, J. P. Latinos' Differential Use of Early Education and Care: A Social Justice Issue. Presentation, Council on Social Work Education Annual Program Meeting, Dallas, TX, November 2013.

Greenberg, J.P. Meeting the Mental and Behavioral Health Needs of Underserved Populations in Bronx, NY. Panel discussion, Greater New York Area Schools of Social Work 29th Annual Symposium for Field Educators, New York, NY, March 2013.

Kahn, J.M., & Greenberg, J.P. Empowering families as they negotiate early childhood education and care decisions. Poster presentation, New York State Social Work Education Association Annual Conference, Saratoga Springs, NY, Oct. 2012.

Greenberg, J.P. Educational Engagement Practices of Urban Latina Mothers: The Need to be Near. Paper presentation, Annual Program Meeting, Council on Social Work Education, Atlanta, GA, Oct. 2011.

Greenberg, J.P., Allen, S., Fram, M. S., & Herman-Smith, R. Early Childhood Education and Care Content for Social Work Courses. Panel Presentation, Annual Program Meeting, Council on Social Work Education, Portland OR, Nov. 2010.

La Porte, H. & Greenberg, J. MSW Faculty and Students' Perceptions Related to Asynchronous Learning. Paper presentation, Annual Program Meeting, Council on Social Work Education, San Antonio, TX, Nov. 2009

Kahn, J. & Greenberg, J. Acceptance, Availability, and Access: Immigrants' Early Childhood Education and Care Decisions. Roundtable, Annual Program Meeting, Council on Social Work Education, San Antonio, TX, Nov. 2009

LaPorte, H., Greenberg, J., & Bialik, J. Empowerment in Education: Bringing Students into the Pedagogical Process, New York State Social Work Education Association Annual Conference, Saratoga Springs, NY, Oct. 2009

Greenberg, J. & Kahn, J. Operationalizing Variables Related to Latino Families' Early Childhood Education and Care Decisions. Paper presentation, Annual Program Meeting, Council on Social Work Education Annual Meeting, Philadelphia, Oct. 2008.

Greenberg, J. & Kahn, J. Latino Families' Early Childhood Education and Care Decisions. Lehman College 25th Anniversary Conference on Urban Social Work, Nov. 2008.

GRANTS

U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)
"Culturally Informed Behavioral Health Services for At-Risk Children, Adolescents, and Transitional-Age Youth and Their Families in Bronx, New York and Surrounding Communities"
\$1,385,174 three-year grant awarded September 2014
Principal Investigator

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA).
"Screening, Brief Intervention, and Referral to Treatment Medical Professional Training Program"
\$943,608
three-year grant, awarded September 2013
Chair of Evaluation Team

U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)
"Mental and Behavioral Health Education and Training Program"
\$479,973
September 30, 2012 - September 29, 2015
Principal Investigator

INTRAMURAL GRANTS

Lehman College George N. Shuster Fellowship award, "The Distributive Role of the School Social Worker" for \$1,414, 5/12-6/13.

Lehman College George N. Shuster Fellowship award, "Parenting practices among low-income Latinos: Helping families support their children's academic efforts" for \$1,656, 7/10-6/11.

Lehman College Writing Across the Curriculum Faculty-Development Grant for \$1,200, 9/08-6/09.

Lehman College PSC/CUNY grant, "After-school activities for school-age immigrant children" for \$2,112, 4/08.

Appendix C.2

Nicole M. Saint-Louis, DSW, LCSW

Associate Professor

Director of Undergraduate Program

Department of Social Work

Lehman College, City University of New York

250 Bedford Park Boulevard West

Bronx, NY 10468

215.475.2029

Nicole.saintlouis@lehman.cuny.edu

EDUCATION

University of Pennsylvania, Philadelphia, Pa

Doctor of Clinical Social Work, 2010

University of Pennsylvania, Philadelphia, Pa

Master of Social Work, 1998

University of Scranton, Scranton, Pa

Bachelor of Science in Psychology, 1996

LSW SW123357-PA; 2002-2011)

LCSW CW016764—PA; 2010-2015)

LCSW (73081070—NYS; 2013- present)

ACADEMIC APPOINTMENTS

Lehman College at CUNY, Department of Social Work, Bronx, NY

Associate Professor (2019-present)

Assistant Professor (2017-2019)

CUNY IPE Fellow (May 2021-present)

Director of Undergraduate Program (May 2022-present)

Stella & Charles Guttman Community College at CUNY (formerly New Community College), New York, NY

Assistant Professor (2012-2017)

Human Services Program Coordinator (2014-2017; informally 2012-2014)

City University of New York, New Community College (NCC) Initiative, New York, NY

Was temporarily appointed to **Bronx Community College at CUNY** until NCC became college in 2012

Assistant Professor, Human Services/Social Sciences (01/2011-06/2012)

Temple University, School of Social Work Philadelphia, Pa

Adjunct Faculty Lecturer/Instructor (2008-2011)

University of Pennsylvania, School of Social Policy and Practice, Philadelphia, Pa

Adjunct Faculty Lecturer/Instructor (2008; 2009-2011)

Teaching Assistant (2009-2010)

Field Liaison/Teaching Assistant (2003-2004)

Cairn University, Philadelphia, Pa

CURRICULAR DEVELOPMENTS

Lehman College

Graduate Level

Social Work Practice in Health Care

Guttman Community College

HSVC 103-Introduction to Human Services articulated with SWK 237-Introduction to Social Work;

HSVC 213-Health & Human Services Policy articulated with SWK 239 Social Welfare Institutions;

SOCI 231-Introduction to Urban Community Health articulated with HEA 249-Foundations of Health;

BIOL 212-Human Biology articulated with BIO 183-Human Biology

GOVT 202-American Government and Politics articulated with POL 166 The American Political System

Curriculum Development 2011-2017

City Seminar I & II (Integrated Interdisciplinary Course)

SOSC 111 & SOSC 113-Ethnographies of Work I & II

HSVC 103-Introduction to Human Services

HSVC 201 & HSVC 203-Fieldwork & Integrative Seminar I & II

Fieldwork Program Orientation, Application, and Placement Process

Fieldwork Manual versions I-IV (2013-2017)

Fieldwork Supervisor Training Curriculum (yearly; then each semester)

Fieldwork Celebration Event (yearly)

HSVC 113-Methods of Intervention

HSVC 213-Health & Human Services Policy

HSVC 204-Special Topics

SOCI 231- Introduction to Urban Community Health

SOCI 214-Social Determinants of Health

Human Services Capstone (was in development)

Human Services Incentive Award

Proposed full-time fieldwork coordinator position; Wrote job description; Chaired search committee that led to hire

Other Pedagogical Contributions (Guttman and Lehman)

2011-2018

wrote 49 letters of recommendation for students for transfer scholarships, admission to four-year colleges, graduate school admissions, and employment

WORK EXPERIENCE/EMPLOYMENT

Private Practice, New York, NY

Psychotherapist

(01/2013-present)

Penn Medicine/Hospital of the University of Pennsylvania, Philadelphia, PA

Senior Social Worker/Psychotherapist—Oncology (11/2007- 01/2011)

Provide psycho-social assessments, short-term therapy/supportive counseling and end-of-life interventions to patients and families

Facilitate community referrals based on needs assessments, empower and advocate for patients and families

Lead multidisciplinary weekly rounds

Penn Medicine/Hospital of the University of Pennsylvania, Philadelphia, PA
Director of Narrative Oncology and Unit Based Staff Support Groups (11/2007- 2011)
Lead monthly narrative oncology meeting for 3 inpatient oncology units
Manage, facilitate and plan unit-based nursing staff support groups
Team/relationship building and group facilitation/consultation responsibilities

Penn Medicine/Hospital of the University of Pennsylvania, Philadelphia, PA
Supervisor, Social Work Students and Student Program (07/2000-2011)
Program coordination
Clinical supervision/teaching
Group facilitation/Mentoring

Penn Medicine/Hospital of the University of Pennsylvania, Philadelphia, PA
Case and Utilization Manager/Unit Leader—Physical Medicine & Rehabilitation (07/2000-11/2007)
Advocated, reviewed, and appealed with managed care providers and commercial insurers, as well as Medicaid, Medicare, and other third-party reimbursement to obtain recommended patient services and referrals
Managed entire plan of care for each patient on the Musculoskeletal Service
Lead weekly multidisciplinary team meetings
Participated in multidisciplinary Unit Based Clinical Leadership
On-Call Social Work Team Leader (08/2000-08/2007)
Managed Schedule and Calendar for on-call social work team
Worked closely with Nursing and Physician Administrators during non-business hours

Penn Medicine/Hospital of the University of Pennsylvania, Philadelphia, PA
Medical-Surgical Social Worker (05/1998-07/2000)
Conducted and performed psychosocial and coordinated comprehensive plan for community referrals/discharge planning for 42-bed medicine floor
Provided crisis intervention, drug and alcohol and short-term counseling and placement to patients
Worked as integral member of multidisciplinary team
Temporary/Covering Renal Social Worker (1999-2000)
Evaluated and coordinated care for inpatient dialysis unit until position was filled
Social Work Intern—Oncology (08/1997-05/1998)
Completed psychosocial evaluations and needs assessment, provided crisis intervention, counseling to patients and families, attended psychosocial/community outreach task force, supported group participation and group facilitator, completed referrals to appropriate community resources and planned discharge as a collaborative effort with patients and families.

Allied Services/John Heinz Institute for Rehabilitation Medicine, Wilkes-Barre, Pa
Neuropsychology/Psychology Assistant (6/1996-9/1996)
Administered psychological tests to children with Attention Deficit Disorder and other personality disorders, worked with brain injury patients, developed computer programs, co-led biofeedback group on smoking cessation. Served on Total Quality Improvement Committee; conducted patient surveys on admissions process, analyzed data and presented findings summary.

Department of Human Services Children & Youth Division, Philadelphia, Pa
Social Work Intern (08/1996-5/1997)
Child protective services worker; developed Family Service Plans (FSP), conducted FSP meetings, case manager, filed court supervised petitions, court testimony, administered Direct and Indirect SCOH services, etc. Developed ongoing rapport with families and closed several cases, as per family accomplishing FSP goals.

State Correctional Institution Waymart Forensic Psychiatric Unit, Waymart, Pa

Forensic Psychology Intern (1/1996-5/1996)

Co-facilitated group therapy on-ward activities, co-developed comprehensive treatment planning, and administered psychological tests. Maintained interpersonal relations with mentally ill patients in criminal setting.

RESEARCH/CONSULTING

Director of Evaluation, HRSA Training Grant for MSW Students 2019-2021, Lehman Department of Social Work, Bronx, NY

data collection and analysis, and

facilitation of the focus groups

work with the PIs to complete evaluation reports; participate in discussion of resolution of any barriers to the fulfillment of the project's goals and objectives identified by the assessment process.

facilitate the monthly RCQI meetings.

Year UP, Brooklyn, NY (9/2014)

Grief counseling consultant for individual and groups

Penn Medicine/University of Pennsylvania, Philadelphia, Pa

Medical Faculty Training Consultant for Narrative Professionalism Initiative (6/2006-1/2011)

Lead and facilitate narrative professionalism groups with medicine faculty, fellows, residents, and interns throughout hospital (e.g., emergency department, orthopedic surgery, OPB/GYN, etc.)

Asked by Attending Faculty member to work with Orthopedic Surgery to help implement programs that would reduce work stress and burnout with residents

Penn Medicine/Home Care and Hospice Division, Bala-Cynwyd, Pa

Private Management Consultant (1/2001-7/2004)

Fee-for-service; requested by Director of PCAH to conduct performance evaluation of MSW department and individual employee performance.

Asked to remain as consultant until home care social work team was assembled--provided counseling to patients and families, followed up on community referrals, made referrals for services, conducted needs assessment, empowered clients/families to utilize available resources.

University of Pennsylvania, Philadelphia, Pa

Research Associate (2004-2008)

Worked with Margaret Stineman, MD, Professor of Physical and Medicine and Rehabilitation and Vice Chair and Director of Research, on study entitled, "Virtual Recovery Stimulation (VRS)/Recovery Preference Exploration (RPE)"

Assisted in grant writing process on this three-year project

Assisted in writing/editing and submission (10/01/05) of grant entitled, "Treatment and Outcome Dynamics in Stroke"

University of Pennsylvania Trauma Center, Philadelphia, Pa

Program Manager for Contributing Factors Study (2003-2005)

Planned, managed, and conducted interviews with victims of firearm violence

Participated in interdisciplinary research, planning and strategic meetings

Child Welfare League of America, Philadelphia, Pa

Private Consultant/Case Reader (05/1997-3/1998)

Independent case reader/consultant of DHS files for CWLA, as per contract with City of Philadelphia, DHS Children and Youth Division to defend city in a lawsuit. Attained broad working knowledge of data collection instruments and in-depth knowledge of child welfare system.

University of Scranton, Scranton, Pa

Teaching Assistant in Psychology Research Methods (1/1996-5/1996)

Advised students in Research Methodology and computer literacy, consisting of (popular computer programs at that time) MS-DOS, Microsoft Windows, SPSS, and HTML. Administered proficiency exams, graded documents, and prepared class materials.

University of Scranton, Scranton, Pa

Research Assistant in Microbiology (1/1993-5/1994)

Collected macroinvertebrates from local stream, classified genus, and species, organized and counted accordingly. Awarded grant for continued research.

BOOK CONTRACT

Williams-Gray, B., & Saint-Louis, N. (in progress). *Trauma-Informed Social Work Practice: An Anti-Racist Approach*. Canadian Scholars/Women's Press.

PUBLICATIONS

Peer-Reviewed Journal Publications (in reverse chronological order):

Senreich, E., **Saint-Louis, N.**, Lombana, Y., Quinones, J., & Chun, R. (submitted-2024). *Latino College Students' Perspectives on Ethnic and Racial Identity Terminology Including Reactions to the Term "Latinx"*. *Journal of Latinos and Education*. [Manuscript under review].

Sisselman-Borgia, A., Ross, J., Watnick, D., & **Saint-Louis, N.** (2024). *PrEP Engagement and Youth Experiencing Homelessness in a Sample of Youth Experiencing Homelessness in New York City: A Brief Report*. Manuscript submitted for publication in *AIDS and Behavior*.

Vann, M., Senreich, E., **Saint-Louis, N.**, Williams-Gray, B., Kahn, J., Sisselman-Borgia, A. (2024). The Impact of Virtual Reality Simulations on Social Work Education: A Qualitative Study. *Studies in Clinical Social Work: Transforming Practice, Education and Research*, 1-23.

Lancaster, G., Harrison, E., & **Saint-Louis, N.** (2024). Interprofessional Education: A Concept Analysis at a Hispanic-Serving Institution. *Urban Social Work Journal*, 8(2), August 2024.

Saint-Louis, N., Harrison, E., & Lancaster, G. (2024). Interprofessional Education Integration in Lehman College's Undergraduate Social Work Program: A Case Study of Transformative Implementation and Student-Centered Impact, *Urban Social Work* 8(1), 65-75. DOI: 10.1891/USW-2024-0004

Monk, J., Williams-Gray, B. **Saint-Louis, N.**, & Juliao-Nuñez, M. (2024). Microaggressive experiences and racial microstress and coping of undergraduate social work students at a Hispanic serving institution. *Journal of Baccalaureate Social Work*, 27-28, 122-137.

Saint-Louis, N., Greenberg, J. & Kahn, J. (2024). *A Social Work Department's Efforts to Confront Racism via a Faculty Learning Community*. In Rainville, Title, & Desrochers (Eds.), *Faculty Learning Communities Working Towards a More Equitable, Just, and Anti-Racist Future in Higher Education*. Information Age Publishers.

Senreich, E., & **Saint-Louis, N.**, Steen, J.T., & Cooper, C.E. (2022). The Experiences of 12-Step Program Attendees Transitioning to Online Meetings during the COVID-19 Pandemic, *Alcoholism Treatment Quarterly*, 40(4), 500-517, DOI: [10.1080/07347324.2022.2102456](https://doi.org/10.1080/07347324.2022.2102456)

Senreich, E., & **Saint-Louis, N.** (2022). Students' experiences of participating in a dual-language English-Spanish MSW program component: A qualitative study. *Journal of Social Work Education*, 59(4), 1183-1198. DOI: [10.1080/10437797.2022.2050867](https://doi.org/10.1080/10437797.2022.2050867).

Boyce, P., Riekert, S., **Saint-Louis, N.**, & Awais, Y. (2021). CUNY Health & Human Service Programs Simulated Interprofessional Education Pilot. *International Journal of Nursing and Health Care Science*, 01(14), 2021-78.

Saint-Louis, N., & Senreich, E. (2018). The evaluation of a narrative intervention for health care professionals in an urban oncology inpatient unit. *Urban Social Work*, 2(2), 176-190. DOI:10.1891/2474-8684.2.2.176. <https://connect.springerpub.com/content/sgrusw/2/2/176>

Saint-Louis, N. & Bourjolly, J. (2018). Narrative intervention: Stories from the front lines of oncology health care. *Social Work in Health Care*, 57(8), 637-655. <https://doi.org/10.1080/00981389.2018.1474836>

Saint-Louis, N. (2018). Active Learning in Policy Classroom: Debate and Student Led Peer Debate Workshop. *Journal of Baccalaureate Social Work*, 23(1), 299-309. <https://doi.org/10.18084/1084-7219.23.1.299>

Saint-Louis, N. (2016). The complicated process of caregiving: The case of Mr. S (James) and Ms. Q (Sherry). *Reflections: Narratives of Professional Helping*, 21 (1), 15-31. <https://www.reflectionsnarrativesofprofessionalhelping.org/index.php/Reflections/article/view/1345>

Saint-Louis, N., Fuller, K., & Seth, N. (2016). Curriculum integration: The experience of three founding faculty at a new community college. *International Journal of Teaching and Learning in Higher Education*, 27 (3), 423-433. <http://www.isetl.org/ijtlhe/pdf/IJTLHE2049.pdf>

Fuller, K., King, C., Moore, R., **Saint-Louis, N.**, & Tyner-Mullings, A. (2016). Implementation of an evidenced-based high impact practice: An integrated learning community model in action. *Schools: Studies in Education*, 13(1), 101-126. (fully co-authored; names listed alphabetically). <https://www.journals.uchicago.edu/doi/pdfplus/10.1086/685805>

Saint-Louis, N. (2014) (Published December 2015). Writing to cope: Meaning Making for professionals caring for the cancer patient. *Reflections: Narratives of Professional Helping*, 20 (4), 26-39. <https://www.reflectionsnarrativesofprofessionalhelping.org/index.php/Reflections/article/view/1346>

Kurz, A., **Saint-Louis, N.**, Stineman, M. G., & Burke, J.B (2008) Exploring the Personal Reality of Disability and Recovery: A Tool for Empowering the Rehabilitation Process. *Qualitative Health Research*, 18 (1), 89-105. doi:[10.1177/1049732307309006](https://doi.org/10.1177/1049732307309006)

Assignment Publication: Peer Reviewed:

Fuller, K.S., & Saint-Louis, N. (2016). Research Essay and Policy Paper Integrated Writing Assignment. Guttman Community College (CUNY). (fully co-authored; names listed alphabetically). <https://www.assignmentlibrary.org/assignments/58333cef1be0dde600000008>

Non-Peer-Reviewed Publications (in reverse chronological order):

As author:

Saint-Louis, N. (2010). *Narrative matters in hospital social work*. In M. Groncki & N. Saint-Louis, *The Clinician: The University of Pennsylvania DSW Student Publication Summer/Fall*, 1 (2), 1-12. University of Pennsylvania School of Social Policy and Practice, Philadelphia, Pa. <https://www.sp2.upenn.edu/publications/the-clinician/?pubview=true>

As editor:

Groncki, M. & Saint-Louis, N. (Eds.). (2010). *The Clinician: The University of Pennsylvania DSW Student Publication Winter/Spring*, 2 (1), 1-12. University of Pennsylvania School of Social Policy and Practice, Philadelphia, Pa. <https://www.sp2.upenn.edu/publications/the-clinician/?pubview=true>

Groncki, M. & Saint-Louis, N. (Eds.). (2009). *The Clinician: The University of Pennsylvania DSW Student Publication Winter/Spring*, 1 (1), 1-12. University of Pennsylvania School of Social Policy and Practice, Philadelphia, Pa. Inaugural issue: founding editors Groncki, M. & Saint-Louis, N. <https://www.sp2.upenn.edu/publications/the-clinician/?pubview=true>

Groncki, M. & Saint-Louis, N. (Eds.). (2009). *The Clinician: The University of Pennsylvania DSW Student Publication Summer/Fall*, 1 (2), 1-12. University of Pennsylvania School of Social Policy and Practice, Philadelphia, Pa. <https://www.sp2.upenn.edu/publications/the-clinician/?pubview=true>

PRESENTATIONS_____

Academic Peer Reviewed Presentations

Quiñones, J., Kwok, G., & **Saint-Louis, N.** (anticipated; 2025, June). *Factors related to effective communication with healthcare providers among sexual and gender minorities after cancer: A narrative review*. Presentation at the AOSW Annual Conference, *Unite to Ignite: Cultivating Connections*, Atlanta, GA, United States.

Saint-Louis, N., & Murray, M. (anticipated; 2025, March 12–15). *Fostering resilience: Addressing racial microaggressions in social work practicum* [Paired paper presentation]. Systemic Racism, Social, Economic, Environmental Justice Track, The Association of Baccalaureate Social Work Program Directors (BPD) 42nd Annual Conference: “Navigating BSW Education in a Time of Crisis: Teaching and Learning in a Politically and Philosophically Divided Nation,” Las Vegas, NV, United States. Retrieved from <https://www.bswpdonline.org/event-list>

Saint-Louis, N., & Williams-Gray, B. (anticipated; 2025, February 5). *Deconstructing racism in our curriculum: Anti-racism diversity, equity, & inclusion faculty development workshop* [Workshop]. Bethel University, St. Paul, MN, United States.

Saint-Louis, N., Murray, M., Diarra, F. & Sillah, F. (2024, December 9). *Fostering Resilience: Addressing Microaggressions in Social Work Practicum*. Lehman College/Social Work Department Continuing Education Seminar Series Workshop Provider #0094.

Saint-Louis, N. & Rennis, L. (2024, November 22). *The Evolving Importance of Interprofessional Education: Curricular Integration: Advancing IPE Through a Planetary Health Lens*. Presentation at the CUNY IPE Summit.

Williams-Gray, B., & **Saint-Louis, N.** (2024, November 21). *Decolonizing the Curriculum: Transformative Work Towards an Anti-Racist Department*. Workshop Series Organized by: Dr. Elgoria Harrison, Dean and Professor, Lehman College, School of Health Science, Human Services, & Nursing (HS2N) *Deconstructing Racism in Our Curriculum: Diversity, Equity, & Inclusion Fall Workshop Series*. Workshop presented in East Dining Room.

Simino Boyce, P., Archibald, P., Bowers, C., Fischer, V., Lancaster, G., Steinberg Lowe, M., Reilly, M., Rennis, L., & **Saint-Louis, N.** (2024, November 21). *Confronting Implicit Bias: CUNY Tackles Health Equity in Interprofessional Education*. Poster presented at the IPEC Poster Fair, CUNY IPE Summit. **Won first place in Category:** Diversity, Health Equity, & Inclusion.

Saint-Louis, N. (2024, October). Fostering resilience: A participatory action research approach to addressing racial microaggressions in social work practicum. Roundtable session presented at the APHA Annual Meeting, Public Health Social Work Approaches to Combatting Racism and Other Forms of Oppression, Sunday, October 27, 2024.

Rennis, L., & **Saint-Louis, N.** (2024, October 25). *The Evolving Importance of Interprofessional Education: Case Scenario Design*. Presentation at the CUNY IPE Summit.

Baker, T., Cronin, T., Crocker-Billingsley, J., Johnson, D., Saint-Louis, N., & Savage, A. (2024, October 21). *Cross-Campus Critical Conversations: The Intersectionality of Democracy, Race, and Social Work*. The Association of Baccalaureate Social Work Program Directors (BPD) Systemic Racism Committee.

Saint-Louis, N. (2024, October 17). Fostering resilience: *Addressing racial microaggressions in social work practicum*. Presentation at the 57th Annual Conference of the New York State Social Work Education Association (NYSSWEA) (October 16-18, 2024), Saratoga Springs, NY.

Sisselman-Borgia, A., **Saint-Louis, N.**, & Murray, M. (2024, October 17). *PrEP engagement among youth experiencing homelessness: Understanding inequities in HIV prevention*. Presentation at the 57th Annual Conference of the New York State Social Work Education Association (NYSSWEA) (October 16-18, 2024), Saratoga Springs, NY.

Rockefeller Institute of Government. (2024, April 4). *The Importance of Interrupting Social Determinants of Health for Foreign Born New Yorkers*. Presentation at *Research findings: Programs and practices addressing social determinants of health and healthcare access* [Webinar]. Presented by Steven Choi, **Nicole M. Saint-Louis**, Amanda Sisselman-Borgia, Guillermo Martinez, & Dina Refki. Institute on Immigrant Integration Research and Policy. Retrieved from <https://rockinst.org/rig-events/webinars/2024-webinars/iiirp-programs-and-practices-addressing-social-determinants-of-health-and-healthcare-access/>

Saint-Louis, N. & Williams-Gray, B. (March 7, 2024). *The Devis is in the Details: Transformational Work Towards Creating an Anti-Racist Social Work Department*. Presentation at The Association of Baccalaureate Social Work Program Directors (BPD) 41st Annual Conference (March 6-10, 2024) in New Orleans, LA.

Simino Boyce, P., Archibald, P., Bowers, C., Fischer, V., Lancaster, G., Steinberg Lowe, M., Reilly, M., Rennis, L., & **Saint-Louis, N.** (November 29, 2023). *The Story of a System-Wide University IPE Initiative: From Planting Seeds to Bearing Fruit*. IPEC 2023 Virtual Poster Fair. **Won first place in Category:** Reflections, Lessons Learned.

Williams-Gray, B. & **Saint-Louis, N.** (October 29, 2023). *The Devis is in the Details: Transformational Work Towards Creating an Anti-Racist Social Work Department*. Presentation at CSWE 69th Annual Program Meeting (October 26-29, 2023) in Atlanta, GA.

Fischer, V., Bartley-Daniele, P., Cervasio-Marsala, K., Steinberg Lowe, M., Bratton-Robinson, J., Bowers, C., & **Saint-Louis, N.** (October 27, 2023). Faculty Panel: Models for Integrating IPE into Curriculum and Practice. 2023 CUNY IPE Summit.

Simino Boyce, P., **Saint-Louis, N.**, Lowe, M., Fischer, V., Green Rennis, L., & Reilly, M. (November 29, 2022). Engaging Faculty in Interprofessional Education at the Nation's Largest Urban Public University System. IPEC 2022 Virtual Poster Fair. **Won first place in Category:** Faculty Engagement, Faculty Development; Facilitator Training: Capacity Building.

Monk, J. J., & **Saint-Louis, N.** (2022, November 9). [Micro- Macro]aggressions in social work: The role of resilience in the face of understated bias. Presented at Common Day at Lehman College, City University of New York, Department of Social Work, Bronx, NY.

Green Rennis, L., Bowers, C., Saint-Louis, N., Simmino Boyce, P., Reilly, M., Fischer, V., Reikert, S., Archibald, P., Lowe, M., & Lancaster, G. (2022, October 28). *Interprofessional Practice, Education & Research (IPER) across the Curriculum at CUNY (C3) Summit*. CUNY IPE Fellows & CUNY Dean of HHS. Retrieved from <https://cunype.org/>

Saint-Louis, N., Senreich, E., & Munoz, M. (November 2021). MSW Students' Experiences in an English-Spanish Dual-Language Social Work Component. Paper presentation at 54th Annual Conference (November 10-12, 2021) for the New York State Social Work Education Association (NYSSWEA) in Saratoga Springs, New York (online).

Vann, M. & Saint-Louis, N. (2021, November 10). *Social Work and Public Safety*. Presented at Common Day at Lehman College, City University of New York, Department of Social Work, Bronx, NY.

Senreich, E. (Presenter & Author), **Saint-Louis, N.** (Presenter & Author), Munoz, M. (Presenter Only), *Students' Experiences in a CUNY Dual-Language English-Spanish Social Work Program Component*, 2021 Faculty Diversity and Inclusion Conference, "The Power of An Antiracist Academy:Reimagining Systems & Structures," CUNY Office of Recruitment and Diversity (ORD), Online. (April 15, 2021).

Saint-Louis, N., (2020, December) *Implementing a CUNY-wide Approach for Interprofessional Education (IPE) in Health & Human Services (HHS) Programs Using Virtual Simulation: A Pilot*, 19th annual CUNY IT Conference Virtual Event 2020, "COVID-19 Launch of CUNY-Wide Sim-IPE for Health & Human Service Programs," CUNY IT, Online. (December 4, 2020).

Saint-Louis, N. (November 2019). The evaluation of a narrative intervention for health-care professionals in an urban oncology inpatient unit. Paper presentation at 52nd Annual Conference (November 6-8, 2019) for the New York State Social Work Education Association (NYSSWEA) in Saratoga Springs, New York.

Saint-Louis, N. (October 2017). Experiential Pedagogies: Using classroom debate and student led peer debate workshops to promote critical thinking, research, and argumentation skills. Paper presentation at 50th Annual Conference (October 4-6, 2017) for the New York State Social Work Education Association (NYSSWEA) in Saratoga Springs, New York.

Saint-Louis, N. (April 2016). "The Use of Narrative to Cope with the Rigors of Front Line Staff: An Example from Oncology Practitioners" Promoting Integrated Care for Serious Illness, Social Work General Assembly of Social Work Hospice and Palliative Care Network, Chicago, IL.

Fuller, K., Seth, N., & **Saint-Louis, N.** (April 2016). "CI-206 The Evolution of an Integrated First-Year Experience" 35th Annual First Year Experience and Student in Transition Conference, National Resource Center, Orlando, Florida.

Saint-Louis, N. & Fuller, K. (February 2016). "Linked Assignments: Health and Human Services Policy Proposal Paper & Human Biology Research Paper" National Institute for Learning Outcomes Assessment (NILOA) Assignment Design Charrette, New Orleans, LA.

Fuller, K., Seth, N., & **Saint-Louis, N.** (May 2013). "Curriculum Integration: Conception to Delivery, the Experience of Three NCC founding faculty" Ninth Annual CUNY Undergraduate Education (CUE), John Jay College of Criminal Justice, New York, NY.

Tyner-Mullings, A., Fuller, K., King, C., **Saint-Louis, N.**, & Moore, R. (May 2013). "Implementation of an Evidenced-Based High Impact Practice: The Stepping Stones of One Instructional Team. Ninth Annual CUNY Undergraduate Education (CUE), John Jay College of Criminal Justice, New York, NY.

Saint-Louis, N. (April 2013). "The Use of Narrative to Cope with the Rigors of Front Line" Mid-Atlantic Consortium for Human Services Regional Conference of the National Organization of Human Services (NOHS), St. Joseph's College, Brooklyn, NY.

Saint-Louis, N. (Oct. 2013). "The Use of Narrative to Cope with the Rigors of Front-Line Social Work: Stories about the Interdisciplinary Group Process: An Example from Oncology Practitioners" Society for Social Work Leadership in Health Care (SSWLHC) 48th Annual Meeting & Conference, Philadelphia, Pa

Ungemah, L. & **Saint-Louis, N.** (2012). "Ethnographies of Work: Students to Think About a Career Path." A CUNY Verse of Innovations: 8th Annual CUNY Undergraduate Education Conference (CUE) CUNY 2012 CUE Conference, New York, NY.

Evenbeck, S., Cochran, S., Fried, L., **Saint-Louis, N.**, Schnee, E., & Seth, N. (2011). American Association of Colleges & Universities (AAC&U) Institute on General Education & Assessment, AAC&U Summer Institute, San José, CA.

Saint-Louis, N. (2010). Narrative Intervention with Oncology Professionals: Stress and Burnout Reduction through as Interdisciplinary Group Process, *Abstracts*, Journal of the Society for Integrative Oncology, 8 (4), 183-184, The 7th International Conference of the Society for Integrated Oncology Conference, New York, NY.

Kurz, A., **Saint-Louis, N.**, Stineman, M. G., & Burke, J. B. (2006). "Exploring the Personal Reality of Disability and Recovery." American Congress of Rehabilitation Medicine and American Society of Neurorehabilitation (ACRM-ASNR) Joint Scientific Meeting, Boston, Ma.

Stineman, M. G., Kurz, A., Kelleher, D., Kennedy, B. & **Saint-Louis, N.** (2006). "The Patient's View of Recovery: A Tool to Enhance Rehabilitation Goal Setting." [Poster Session] American Congress of Rehabilitation Medicine and American Society of Neurorehabilitation (ACRM-ASNR) Joint Scientific Meeting, Boston, Ma.

Saint-Louis, N. Laborde, A., Pryor, J., & Blount, A. (2005). "Trauma with Extraordinary Outcomes-Social Work Intervention." Delaware Valley Trauma Nurse Consortium, Philadelphia, Pa.

Invited Lectures and Workshops Conducted

2023

Digi'Amo, T. (Host). (2023, March 1). Episode 4: Making sense of critical consciousness [Audio podcast episode]. In *Elevate, Liberating Dialogue for Healthcare Social Workers*. Spotify.

2021

Boyce, P.S., Riekert, S., & Saint-Louis, N. (October 2021). "Designing and Implementing Virtually Simulated Interprofessional Education (IPE) Scenarios: A Dynamic Collaborative Workshop. Seventh Annual Hot Topics in Simulation Education, New York Simulation Center for Health Science (NYSIM) Virtual Symposium, New York, NY.

2016

Saint-Louis, N. (April 2016). "Sharing Stories: A Narrative Intervention with Oncology Practitioners" Doctoral Colloquium, NYU College of Global Public Health, New York, NY.

2014

Saint-Louis, N. (Feb. 2014). "The Use of Narrative to Cope with the Rigors of Front Line Health Care: Stories about the Interdisciplinary Group Process: An Example from Oncology Professionals" Social Work Grand Rounds, Bellevue University Hospital, Farber Auditorium, New York, NY.

Saint-Louis, N. (Feb. 2014). "The Use of Narrative to Cope with the Rigors of Front Line Health Care: Stories about the Interdisciplinary Group Process: An Example from Oncology Professionals" Psychiatry Grand Rounds, Brookdale University Hospital, Kahn Auditorium, Brooklyn, NY.

Saint-Louis, N. (Jan., 2014). "The Use of Narrative to Cope with the Rigors of Front Line Health Care: Stories about the Interdisciplinary Group Process: An Example from Oncology Professionals" Psychiatry Grand Rounds, Bellevue University Hospital, Farber Auditorium, New York, NY.

2013

Saint-Louis, N. (June 2013). "Caring for Our Spirits as Professional Using Narrative and Group Support to Reduce Job Stress, Compassion Fatigue and Burnout" Penn Medicine's Sixteenth Annual Spirituality Research Symposium, University of Pennsylvania, Arthur H. Rubenstein Auditorium, Perelman Center for the Advanced Medicine/Smilow Center for Translational Research, Philadelphia, Pa.

Saint-Louis, N. (2013). "Professional Development: Mental Health in Academic Spaces." The Center for College Effectiveness: Professional Development Series. Guttman Community College, New York, NY.

2011

Saint-Louis, Nicole "Student Information Session" The New Community College at CUNY. New York, NY

Saint-Louis, Nicole Young Professional Conference, "Stratification and The Family Guy" The New Community College at CUNY. New York, NY

Saint-Louis, Nicole. "NCC Narrative Experience." Retreat at the New Community College, New York, NY

Saint-Louis, Nicole. "Narrative Oncology—Group Support for Nursing Staff," Monthly and PRN Rounds at the Hospital of the University of Pennsylvania, Philadelphia, Pa.

2010

Saint-Louis, N. (2010). "Narrative Medicine Methods for the Oncology Professional." University of Pennsylvania Regional Cancer Consortium Oncology Social Work Meeting, Phoenixville, Pa.

Saint-Louis, Nicole. "Narrative Oncology—Group Support for Nursing Staff," Monthly and PRN Rounds at the Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Communication Bridging Narrative Professionalism for Emergency Department Physicians and Radiologists," Full Group Session at the University of Pennsylvania Trauma and ED Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for General Surgeons-Follow Up," Full Group Session at the University of Pennsylvania Surgery Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Radiologists," Full Group Session at the University of Pennsylvania Radiology Rounds, Philadelphia, Pa

Saint-Louis, Nicole. "Narrative Professionalism for OB-GYNs," Full Group Session at the University of Pennsylvania OB-GYN Rounds, Philadelphia, Pa.

2009

Saint-Louis, Nicole. "Communication Bridging Narrative Professionalism for Emergency Department Physicians and Radiologists," Full Group Session at the University of Pennsylvania Trauma and ED Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for General Surgeons-Follow Up," Full Group Session at the University of Pennsylvania Surgery Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Radiologists," Full Group Session at the University of Pennsylvania Radiology Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for OB-GYNs," Full Group Session at the University of Pennsylvania OB-GYN Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Radiologists," Full Group Session at the University of Pennsylvania Radiology Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Oncology—Group Support for Nursing Staff," Monthly and PRN Rounds at the Hospital of the University of Pennsylvania, Philadelphia, Pa.

2008

Saint-Louis, Nicole. "Communication Bridging Narrative Professionalism for Emergency Department Physicians and Radiologists," Full Group Session at the University of Pennsylvania Trauma and ED Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for General Surgeons-Follow Up," Full Group Session at the University of Pennsylvania Surgery Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Radiologists," Full Group Session at the University of Pennsylvania Radiology Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Oncology—Group Support for Nursing Staff," Monthly and PRN Rounds at the Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for OB-GYNs," Full Group Session at the University of Pennsylvania OB-GYN Rounds, Philadelphia, Pa.

2007

Saint-Louis, Nicole. "Narrative Professionalism for Oncology," Opening Plenary at the University of Pennsylvania Oncology Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Communication Bridging Narrative Professionalism for Emergency Department Physicians and Radiologists," Full Group Session at the University of Pennsylvania Trauma and ED Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for General Surgeons-Follow Up," Full Group Session at the University of Pennsylvania Surgery Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Radiologists," Full Group Session at the University of Pennsylvania Radiology Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Emergency Department Physicians," Full Group Session at the University of Pennsylvania Trauma and ED Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Oncology—Group Support for Nursing Staff," Monthly and PRN Rounds at the Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for OB-GYNs," Full Group Session at the University of Pennsylvania OB-GYN Rounds, Philadelphia, Pa.

2006

Saint-Louis, Nicole. "Narrative Medicine and Clinical Practice." Presentation to Group of Medical School Faculty that Teach Doctoring Course at University of Pennsylvania Perelman School of Medicine, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Oncology—Group Support for Nursing Staff," Monthly and PRN Rounds at the Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Oncology-Follow Up," Opening Plenary at the University of Pennsylvania Oncology Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Oncology," Full Group Session at the University of Pennsylvania Oncology Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Radiologists," Full Group Session at the University of Pennsylvania Radiology Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Radiologists," Presentation to Leadership of Radiology at Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for OB-GYNs," Full Group Session at the University of Pennsylvania OB-GYN Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Emergency Department Physicians," Full Group Session at the University of Pennsylvania Trauma and ED Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Emergency Department Physicians," Presentation to Leadership of Trauma and Emergency Medicine at Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for OB-GYNs," Presentation to Leadership of OB-BYN at Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Neurosurgeons," Full Group Session at the University of Pennsylvania Neurosurgery Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Neurosurgeons," Presentation to Leadership of Neurosurgery at Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for General Surgeons," Full Group Session at the University of Pennsylvania Surgery Rounds, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for Surgeon," Presentation to Leadership of General Surgery at Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for ICU Physicians and Nurses," Full Group Facilitation Session to Staff of MICU/SICU at Hospital of the University of Pennsylvania, Philadelphia, Pa.

Saint-Louis, Nicole. "Narrative Professionalism for ICU Physicians and Nurses," Presentation to Leadership of MICU/SICU at Hospital of the University of Pennsylvania, Philadelphia, Pa.

2005

Saint-Louis, Nicole. "Trauma with Extraordinary Outcomes" Presented for Traveling Trauma Rounds to the Delaware Valley Trauma Nurse Consortium. Philadelphia, Pa.

Other Presentations

Cahill, C., Schnee, E. Saint-Louis, N. Mickelson, N., Lukes, M. (2011). City Seminar Teach-In. The New Community College, New York, NY.

Cahill, C., Lukes, M., Saint-Louis, N. Oglensky, B., Emerson, R. Mickelson, N. (2011). Ethnographies of Work Teach-In. The New Community College, New York, NY.

Research in progress

2019-Present Enhancing Social Work Practice with Spanish-Speaking Clients Through an MSW Dual-Language Program Initiative: A Qualitative Study

2018-Present Hospital Social Work: An Ethnographic Project (July 2018-July 2019)

2015-Present Co-investigator with CUNY School of Public Health and NYU College of Global Public Health on the National Initiative for Minority Involvement in Neurological Clinical Trials (NIMICT)-Motivational Interviewing (MI) Training for clinical trial coordinators, which is supported by NINDS/NIMHD (U24#MD006961, PI: Bernadette Boden-Albala). <http://nimict.com/about/who-we-are/>

2017-present Social work and Social media; collaboration with Guttman Community College colleague in Information Technology.

2017-present Mental health, stress, trauma, and resilience in Academic Spaces;
collaboration with Guttman Community College colleague in
Psychology.

GRANTS

- Current/Applied/In-process
- ***HRSA Behavioral Health Workforce Education and Training Program for Professionals
HRSA-25-068***

Sisselman-Borgia (PI), Saint-Louis (Evaluator)

Application due January 21, 2025

\$2,316,263

- **ENHC-56-39**

PSC-CUNY Research Award Program, Cycle 56

Title: Empowering BIPOC Social Work Students: Addressing Racial Microaggressions through Case Scenarios and Training

Saint-Louis (PI)

Submitted December 1, 2024

\$11,889.20

- **MD020582-01- UG3/UH3** *Exploratory/Developmental Phased Award Cooperative Agreement Multi-sectoral preventive interventions that address social determinants of health in populations that experience health disparities*

Submitted on August 5, 2024; Scored, awaiting committee determination

\$6,860,918

- **U.S. Department of Justice**

Office of Justice Programs

Bureau of Justice Assistance

Bronx Community Solutions; Bronx Heroin Overdose Prevention Education (HOPE)

Department of Justice BJA Sub-contract award to Lehman College

Sisselman-Borgia (PI), Saint-Louis (Co-I)

2023-2026

\$199,271

- **024-0110-Lehman, CUNY IRG Internal Grants Competition**

Sisselman-Borgia (Lead PI)/Saint-Louis & Assassi (Co-PIs)

01/01/2024—12/31/2024

Using Interprofessional Simulation and Virtual Reality to Train Peer Leaders in HIV Prevention Outreach on

Two CUNY Campuses: An Interdisciplinary and Cross-campus Pilot

\$43,350

- **Completed**

ASPHN #NU38OT000279

Association of State Public Health Nutritionists Health Equity Fellowship Program through CDC Cooperative Agreement to work on Participatory Action Research Project

Fostering Resilience: A Participatory Action Research Approach to Addressing Racial Microaggressions in Social Work Practicum

3 students interning with me were awarded \$7500 fellow scholarship

1 preceptor award \$1000/intern

01/24 – 05/24

SUNY Rockefeller Institute of Government Funding, Institute on Immigrant Integration Research & Policy

Saint-Louis and Sisselman-Borgia (co-PIs)

Social Determinants of Health and health care for foreign born New Yorkers: A synthesis
09/2023 – 01/2024

***CUNY Departments, Programs, and Black, Race, and Ethnic Studies Related Initiatives (BRESI) Grant
Use of Virtual Reality and Simulation Technology to Address Anti-Racism and Associated Skill Building in
Social Work Students (Project UVR-SAS)***

Vann (PI), Monk (Co-I), Saint-Louis (Co-I)

*Submitted to CUNY BRESI Request for Proposals #9: Faculty Research Grants for Senior Colleges (funded)
September 1, 2022 – June 30, 2023*

42077, HRSA Opioid Workforce Expansion Program

Sisselman-Borgia (PI)

09/01/2019–05/31/2023

Role: Evaluator & Community Education Liaison Team

Total Funding: \$1,014,421.15

42017, HRSA Behavioral Health Workforce Expansion Program (BWHET)

Sisselman-Borgia (PI)

09/01/2017–03/31/2023

Role: Community Education Liaison Team

Total Funding: \$1,906,411.83

Macy Foundation Catalyst Grant

*Laying the Foundation for the CUNY - One Brooklyn Health (CUNY-OBH) Academic-Practice Partnership: A
Mixed Methods Evaluation for the EQITI Model*

Principal Investigator(s)

One Brooklyn Health System (OBH)

Patrick Lee, MD, Chair of Medicine, One Brooklyn Health

City University of New York (CUNY)

Patricia Simino Boyce, PhD, RN, University Dean of Health and Human Services

Co-Investigator(s)

One Brooklyn Health System (OBH)

Conrad Fischer, MD, Vice Chair of Medicine and Program Director, Brookdale Internal Medicine Residency

*Kalpna Panigrahi, MD, Clinical Director of Medicine at Interfaith and Program Director, Interfaith Internal
Medicine Residency Sima Terebelo, MD, MPH, Director of Research and Chief of Rheumatology Umar Zahid,
MD, MPH, Brookdale Internal Medicine Resident*

City University of New York (CUNY)

Amanda Sisselman-Borgia, PhD, LCSW, Assistant Professor, Dept of Social Work

Nicole Saint-Louis, DSW, LCSW, Associate Professor, Dept of Social Work

University of Cincinnati

*Eric Warm, MD, Program Director, University of Cincinnati Internal Medicine Residency; founder, University
of Cincinnati Internal Medicine Ambulatory Long Block; Richard W. Vilter Chair of Medical Education at the
University of Cincinnati*

Harvard Medical School

*David Hirsh, MD, Associate Dean, Undergraduate Medical Education, Cambridge/Harvard Medical School;
Director, co-founder, HMS Cambridge Integrated Clerkship; Associate Professor of Medicine, HMS*

January 15, 2023 – January 14, 2024

Total Funding: \$50,000

Macy Foundation President's Grant

Design and Launch of Education, Quality, and Interprofessional Team Integration (EQITI): a Novel Health Professions Training Model to Improve Care Outcomes

PIs & Co-Is same as above

June 23, 2022 - March 1, 2023

Total Funding: \$25,000

61803-00 49, PSC CUNY Internal Grants Competition

Saint-Louis (PI)

07/01/2018—06/30/2019

Hospital Social Work: An Ethnographic Approach

Total Funding: \$11,872

U24MD006961, NIH (NIHMD & NINDS)

Boden-Albala (PI)

07/01/15—06/30/2017

Role: Consultant

National Initiative for Minority Involvement in Neurological Clinical Trials

William Stewart Travel Award

2016

NILOA Assignment Design Charrette Travel Grant and Stipend

2016

CUNY Faculty Fellowship Publication Program (FFPP)

2015

PSC-CUNY Grant Award TRADA A# 65391-00 43

Saint-Louis (PI)

2012-2013

Knowledge Building and Momentum Gaining: Beginning to Navigate Stress, Anxiety and Trauma in Academic Space

Guttman Community College at CUNY

Total Funding: \$3,500

CUNY OAA Funding Award

Co-PIs: Cahill, Cosares, Fuller, Rosenthal, Saint-Louis, Schnee, Seth

2011-2012

Improving Undergraduate Learning Outcomes in Writing and Mathematics

New Community College (Guttman) at CUNY

Total Funding: \$1,000

R21HD045881, NIH

Stineman (PI)

04/01-2004-03/31/2007

Virtual Recovery Stimulation (VRS)/Recovery Preference Exploration (RPE)

Role: Consultant

- Applied but not funded

ENHC-55-155, PSC-CUNY Research Award Program, Cycle 55

Saint-Louis (PI)

Fostering Resilience: A Participatory Action Research Approach to Addressing Racial Microaggressions in Social Work Practicum

Submitted December 15, 2023

\$11,985.90

HRSA 23-131

Behavioral Health Workforce Education and Training-Children, Adolescents, and Young Adults (BHWET-CAY) Program for Professionals

July 14, 2023

(applied, received high score, but not funded)

HRSA-23-003

Health Careers Opportunity Program: National HCOP Academies

May 24, 2023

(applied, received high score, but not funded)

\$3,242,311.73

PIT UN New America

Co-Principal Investigator

Integrating Virtual Reality (VR) and Simulation Technology into an MSI Social Work Curriculum and Developing a New VR Prototype: A Participatory Action Approach to Improving Social Work Education through Technology

Submitted on May 11, 2023 (not funded)

\$179,395

HRSA-22-042

Centers Of Excellence

January 31, 2022

Co-Principal Investigator

(applied, Received high score, but not funded)

\$3,430,000

CUNY Departments, Programs, and Black, Race, and Ethnic Studies Related Initiatives (BRESI) Grant

Lehman College DSW BRESI Program Proposal

Saint-Louis (PI), Williams-Gray (Co-PI)

Developing the Lehman College Doctorate in Social Work Program

Submitted on July 15, 2022 (not funded)

\$14,775

CUNY Departments, Programs, and Black, Race, and Ethnic Studies Related Initiatives Grant

Social Work Faculty Anti-Racism Training & the Construction of Classroom Microaggressions Case Scenarios

Saint-Louis (PI), Monk (Co-PI)

Submitted on July 15, 2022 (not funded)

\$25,000

Community College Collaborative Incentive Research Grant (C3IRG)

Co-Principal Investigator

*Examining the Effects of Service-Learning and Science Immersion on Human Services Policy Education
2015*

Guttman Community College at CUNY (Received high score, but not funded)

\$14,989.66

Appendix C.3

Evan Senreich, Ph.D., LCSW
Professor of Social Work
Lehman College, City University of New York
Carman Hall-B-18
250 Bedford Park Boulevard West
Bronx, NY, 10468

evan.senreich@lehman.cuny.edu
(646)-258-5282

EDUCATION:

Ph.D. New York University Silver School of Social Work, September 2007

MSW New York University School of Social Work, June 1988

DDS New York University College of Dentistry, February 1975

BA New York University-University Heights, June 1971

ADDITIONAL TRAINING:

Albert Ellis Institute-Primary Training Course in Rational Emotive Behavioral Therapy,
Completed-July 2001

New York University School of Social Work Post-Masters Certificate Program
in the Treatment of Alcohol and Substance Abusing Clients, Graduated-August 1998

Gestalt Associates for Psychotherapy-Four Year Residency Program, Graduated-February 1994

Washington Square Institute for Psychotherapy and Mental Health Psychoanalytic Psychotherapy
Training Program, September 1988-May 1991

ORGANIZATIONS AND LICENSES:

Licensed Clinical Social Worker (LCSW)-New York State
Licensed Clinical Social Worker (LCSW)-New Jersey
Certified Alcoholism and Substance Abuse Counselor (CASAC)-New York State
National Association of Social Workers (NASW)
Academy of Certified Social Workers (ACSW)

DISSERTATION:

-The perceptions of gay, lesbian, bisexual, and heterosexual clients about their substance abuse treatment and outcomes.

TEACHING EXPERIENCE:

Lehman College-City University of New York (CUNY)
Professor of Social Work (2021-present)
Associate Professor of Social Work (2015-2021)
Assistant Professor of Social Work (2008-2015)

New York University School of Social Work
Adjunct Faculty/Adjunct Assistant Professor (1998-2008)

Iona College
Adjunct Faculty, Social Work (1992-1994)

PUBLISHED WORKS:

- Senreich, E. (2024). Gestalt therapy and other experiential interventions. In C. Franklin & C. Jordan (Eds.). *Turner's social work treatment: Interlocking theoretical Approaches* (7th ed.) (Ch.29: pp. 410-433). New York, NY: Oxford.
- Senreich, E., & Saint-Louis, N. M. (2023) Students' experiences of participating in a dual-language English-Spanish MSW program component: A qualitative study. *Journal of Social Work Education*, 59(4), 1183-1198. doi: 10.1080/10437797.2022.2050867
- Steen, J., Straussner, S.L.A., Senreich, E., Dempsey, A., Huang, F., & Willoughby, M. (2023). Behavioral health service use among licensed social workers: A qualitative inquiry. *Social Work in Public Health*, 38(5-8), 345-358. doi: 10.1080/19371918.2023.2254752
- Senreich, E., Saint-Louis, N.M., Steen, J.T., & Cooper, C.E. (2022). The experiences of 12-step program attendees transitioning to online meetings during the COVID-19 pandemic. *Alcoholism Treatment Quarterly*, 40(4), 500-517. doi: 10.1080/07347324.2022.2102456
- Senreich, E., Steen, J. T., Straussner, S.L.A. (2022) Utilization of mental health and substance use disorder services by social workers in 13 U.S. States. *Social Work in Mental Health*, 20(6), 682-701. doi: 10.1080/15332985.2022.2053028
- Senreich, E. (2022). Perceptions of treatment according to sexual orientation in urban substance use disorder (SUD) programs with mostly non-white client populations. *Journal of Gay & Lesbian Social Services*, 34(3), 325-359. doi: 10.1080/10538720.2021.1976342
- Senreich, E., Sisselman-Borgia, A., & Kahn, J.M. (2021). Early social workers' experiences during the COVID-19 pandemic: A qualitative study. *Smith College Studies in Social Work*, 91(4), 271-294. doi: 10.1080/00377317.2021.1967835
- Steen, J., Straussner, S.L.A., & Senreich, E. (2021) Adverse childhood experiences and career-related issues among licensed social workers: A qualitative study. *Smith College Studies in Social Work*, 91(3), 216-233. doi: 10.1080/00377317.2021.1887790
- Steen, J., Senreich, E., & Straussner, S.L.A. (2021). Adverse childhood experiences among licensed social workers. *Families in Society*, 102(2), 182-193.

doi: 10.1177/1044389420929618

- Senreich, E., & Williams-Gray, B. (2021). Factors impacting diverse students' perceptions of the police at two urban colleges. *Journal of College Student Development*, 62(1), 72-89. doi: 10.1353/csd.2021.0005
- Senreich, E., & Dale, T. (2021). Racial and age disparities in licensing rates among a sample of urban MSW graduates. *Social Work*, 66(1), 19-28. doi:10.1093/sw/swaa045
- Senreich, E., Straussner, S.L.A., & Cooper, C.E. (2020). Health, wellness, and workplace experiences of lesbian, gay, and bisexual social workers. *Journal of Gay & Lesbian Social Services*, 32(2), 209-239. doi: 10.1080/10538720/2020.1722303
- Straussner, S.L.A., & Senreich, E. (2020). Productive aging in the social work profession: A comparison of licensed workers 60 years and older with their younger counterparts. *Clinical Social Work*, 48(2), 196-210. doi: 10.1007/s10615-020-00747-y
- Senreich, E., Straussner, S.L.A., & Steen, J. (2020). The work experiences of social workers: Factors impacting compassion satisfaction and workplace stress. *Journal of Social Service Research*, 46(1), 93-109. doi: 10.1080/01488376.2018.1528491
- Castex, G., Senreich, E., Phillips, N.K., Miller, C.M., & Mazza, C. (2019). Microaggressions and racial privilege within the social work profession: The social work licensing examinations. *Journal of Ethnic and Cultural Diversity in Social Work*, 28(2), 211-228. doi: 10.1080/15313204.2018.1555498
- Senreich, E. (2018). The persistent high rates of heroin use among the Puerto Rican population in the United States: A qualitative study. *Social Work in Public Health*, 33(7-8), 419-438.
- Saint-Louis, N.M., & Senreich, E. (2018). The evaluation of a narrative intervention for health-care professionals in an urban oncology inpatient unit. *Urban Social Work*, 2(2), 176-190.
- Straussner, S.L.A., Senreich, E., & Steen, J. (2018). Wounded Healers: A multistate study of licensed social workers' behavioral health problems. *Social Work*, 63(2), 125-133.
- Senreich, E., & Straussner, S.L.A. (2018). Screenings and Brief Interventions. In V. Stanhope & S.L.A. Straussner (Eds.), *Social work and integrated health care: From policy to practice and back* (pp. 127-146). New York, NY: Oxford.
- Greenberg, J.P., Vinjamuri, M., Williams-Gray, B., & Senreich, E. (2018). Shining the Light on Intersectionality: The complexities of similarity and differences in the therapeutic process from the perspectives of black and Hispanic social workers. *Smith College Studies in Social Work*, 88(1), 59-81.
- Straussner, S.L.A., Steen, J.T., & Senreich, E. (2017). What do we know about social workers' use of heroin? *Behavioral Health News*, 5 (2), 10, 34.
- Senreich, E., Ogden, L.P., & Greenberg, J.P. (2017). A post-graduation follow-up of social work students trained in "SBIRT": Rates of usage and perceptions of effectiveness. *Social Work in Health Care*, 56(5), 412-434.

- Senreich, E., Ogden, L.P., & Greenberg, J.P. (2017). Enhancing social work students' knowledge and attitudes regarding substance-using clients through SBIRT training. *Journal of Social Work Education*, 53(2), 260-275.
- Senreich, E. (2017). The perceptions of white clients in a substance abuse program in which they are in the minority. *Substance Use and Misuse*, 52, 134-138.
- Senreich, E., & Olusesi, O. A. (2016). Attitudes of West African immigrants in the United States toward substance misuse: Exploring culturally informed prevention and treatment strategies. *Social Work in Public Health*, 31, 153-167.
- Senreich, E. (2015). When white clients are in the minority in a substance used disorders (SUDS) treatment program: An exploratory study. *Alcoholism Treatment Quarterly*. 33, 296-311.
- Senreich, E. (2015) Self-identified heterosexual clients in substance abuse treatment with a history of same-gender sexual contact. *Journal of Homosexuality*, 62, 433-462.
- Williams-Gray, B., & Senreich, E. (2015) Challenges and resilience in the lives of adults with sickle cell disease. *Social Work in Public Health*, 30, 88-105.
- Senreich, E. (2014). A Gestalt approach to social work practice. *Smith College Studies in Social Work*, 84, 55-75.
- Senreich, E. & Vairo, E. (2014). Assessment and treatment of lesbian, gay, and bisexual clients with substance use disorders. In S.L.A. Straussner (Ed.), *Clinical work with substance-abusing clients* (3rd ed.) (pp. 466-494). New York: Guilford Press.
- Senreich, E. (2013). An inclusive definition of spirituality for social work education and practice. *Journal of Social Work Education*, 49, 548-263.
- Senreich, E. & Straussner, S.L.A. (2013) The effect of MSW education on students' knowledge and attitudes regarding substance abusing clients. *Journal of Social Work Education*, 49, 321-336.
- Senreich, E., & Straussner, S.L.A. (2013). Does bachelor's-level social work education impact students' knowledge and attitudes regarding substance-abusing clients? *Journal of Teaching in Social Work*, 33, 87-103.
- Senreich, E. (2012) Lesbian, gay, and bisexual clients in a substance abuse program serving a mostly black and Hispanic population. *Journal of LGBT Issues in Counseling*. 6, 310-336.
- Senreich, E., & Straussner, S.L.A. (2012). Comparing the knowledge and attitudes of BSW and MSW students regarding substance-abusing clients. *Journal of Baccalaureate Social Work*, 17, 103-118.
- Senreich, E. (2011). The substance abuse treatment experiences of a small sample of transgender clients. (Endpage) *Journal of Social Work Practice in the Addictions*, 11(3), 295-299.
- Senreich, E. (2010) Inviting the significant other of LGBT clients into substance abuse treatment programs: Frequency and impact. *Contemporary Family Therapy*, 32(4), 427-443.

New York: Springer.

- Senreich, E. (2010). Differences in outcomes, completion rates, and perceptions of treatment between white, black, and Hispanic LGBT clients in substance abuse programs. *Journal of Gay & Lesbian Mental Health*, 14(3), 176-200. Philadelphia, PA: Routledge-Taylor & Francis Group,
- Senreich, E. (2010). Are specialized LGBT program components helpful for gay and bisexual men in substance abuse treatment? *Substance Use and Misuse*, 45(7-8), 1077-1096. New York: Informa Healthcare.
- Senreich, E. (2010). The effects of honesty and openness about sexual orientation on gay and bisexual clients in substance abuse programs. *Journal of Homosexuality*, 57(3), 364-383. Philadelphia, PA: Routledge-Taylor & Francis Group,
- Senreich, E. (2009). Demographic, background, and treatment factors that affect gay and bisexual clients in substance abuse programs. *Journal of LGBT Issues in Counseling*, 3(3-4), 177-197. Philadelphia, PA: Routledge-Taylor & Francis Group.
- Senreich, E. (2009). A comparison of perceptions, reported abstinence, and completion rates for gay, lesbian, bisexual, and heterosexual clients in substance abuse treatment. *Journal of Gay & Lesbian Mental Health*, 13(3), 145-169. Philadelphia, PA: Routledge-Taylor & Francis Group.
- Senreich, E. & Vairo, E. (2004). Treatment of gay, lesbian, and bisexual substance abusers. In S.L.A. Straussner (Ed.), *Clinical work with substance-abusing clients* (2nd ed.) (pp. 392-422). New York: Guilford Press.
- Straussner, S.L.A. & Senreich, E. (Sept., 2002). Educating social workers to work with individuals affected by substance abuse disorders. In M.R. Haack & H. Adger (Eds.), *Strategic plan for interdisciplinary faculty development: Arming the nation's health professional workforce for a new approach to substance abuse disorders* (pp. 319-340). Providence, RI: Association for Medical Education and Research in Substance Abuse (AMERSA). Also published in: *Substance Abuse*, 23 (3), 319-340 (Supplement).

PENDING PUBLICATIONS:

- Senreich, E., Straussner, S.L.A., & Dann, J. (Eds.). *Experiential therapies for treating trauma*. New York, NY: Routledge.

PRESENTATIONS:

- 12-Step Participants' Experiences Transitioning to Online Meetings During the Onset of COVID-19 with Jeffrey Steen and Catherine Cooper (November 2023). University of Nebraska-Lincoln Rural Drug Addiction Research Center: Symposium on Substance Use Research (online).
19.
- Twelve-Step Program Members' Perceptions of Transitioning to Online Meetings Due to The COVID-19 Pandemic: A Qualitative Study (October 2022). New York State Social Work Education Association Conference, Saratoga Springs, NY.

- Using SBIRT to Screen and Intervene with Adolescent and Adult Clients with Substance Misuse Issues. (January 2022). Kingsbridge Heights Community Center, Bronx, New York (online).
- Medication-Assisted Treatment as a Harm Reduction Approach for Clients with Substance Use Disorders. (December 2021). Geel Community Services, Bronx, New York (online).
- Lessons from a Crisis: Recent MSW Graduates' Experiences Providing Services During the COVID-19 Pandemic (with Amanda Sisselman-Borgia and Jessica M. Kahn). (November 2021). New York State Social Work Education Association Conference (online).
- MSW Students' Experiences in an English-Spanish Dual-Language Social Work Program Component (with Nicole Saint-Louis and Manuel Munoz). (November 2021). New York State Social Work Education Association Conference (online).
- Social Injustice in the Social Work Profession: Racial and Age Disparities in Social Work Licensure Rates Among a Sample of Urban MSW Graduates. (November 2021). New York State Social Work Education Association Conference (online).
- Students' Experiences in a CUNY Dual-Language English-Spanish Social Work Program Component (with Nicole Saint-Louis and Manuel Munoz) (April 15, 2021). *The Power of an Anti-Racist Academy: Reimagining Systems and Structures*. Faculty Diversity and Inclusion Conference (online)
- Object Relations and Self-Psychology Perspectives Regarding Substance Use (March 17, 2021). Upper Manhattan Mental Health Adult Outpatient Behavioral Center, New York, NY (online).
- Medications for Addiction Treatment (MAT) (February 1, 2021) The Jericho Project, Bronx, New York (online).
- Screening and Brief Intervention for Alcohol and Drug Use Among Middle School Adolescents (February 2020) The Arthur Project; Richard R. Green Middle School. Bronx, New York.
- The Substances of Abuse and Medication Assisted Treatment (MAT). (December 2019) Boom! Health. Bronx, New York.
- The Attitudes of Diverse Students in Urban Colleges toward the Police: A Social Justice Challenge (with Brenda Williams-Gray). (November 2019). New York State Social Work Education Conference. Saratoga Springs, NY.
- A Comparison of Health and Wellness Issues of Social Workers by Sexual Orientation (with Catherine E. Cooper) (November 2019). New York State Social Work Education Conference. Saratoga Springs, NY.
- The Historically High Rates of Heroin Use Among Puerto Rican Communities in the United States: Infusing Human Rights Work with Substance Misuse Treatment for this Population. (November 2019). New York State Social Work Education Conference. Saratoga Springs, NY.
- Black and Latino Social Workers' Experiences of Similarities/Differences in Worker-Client Relationships (with Mohan Vinjamuri). (November 2018). Annual Program Meeting:

Council on Social Work Education (CSWE). Orlando, FL.

Health and Workplace Experiences of Lesbian, Gay, and Bisexual Social Workers (with Catherine Cooper) (November 2018). Annual Program Meeting: Council on Social Work Education (CSWE). Orlando, FL.

The Persistent High Rates of Heroin Use Among the Puerto Rican Population in the United States: Results from a Focus Group Study. (October 2018). Latino Social Workers Organization. Chicago, IL.

Preparing Students for Dual-Language Practice (with Graciela Castex and Norma Phillips). (October 2018). Latino Social Workers Organization. Chicago, IL.

Factors Influencing Social Workers' Workplace Stress and Compassion Satisfaction: The Results of a U.S. Multi-State Online Survey. (October 2018). New York State Social Work Education Conference. Saratoga Springs, NY.

Educating for Bilingual Social Work Practice: The Dual Language Initiative (with Graciela Castex and Norma Phillips) (October 2018). New York State Social Work Education Conference. [OBJ] Saratoga Springs, NY.

An Introduction to a Gestalt Therapy Approach to Social Work Practice. (May 2018). National Association of Social Workers, New York City Chapter (NASW-NYC) Continuing Education Series. New York, NY.

Microaggressions and Racial Privilege within the Social Work Profession: The Social Work Licensing Examinations as a Barrier to Effective Service Delivery (with Graciela Castex). (March 2018). *Consequences of the Social Work Shortage on Opiate, Foster Care, and Immigration Services to the Latino Community Conference*. Latino Social Work Coalition and Scholarship Fund. New York University, New York, NY.

Adverse Childhood Experiences Among Social Workers. (March 2018). New York University Silver School of Social Work Continuing Education Series. New York, NY.

An Evidence Based Practice to Screen and Provide Interventions to Substance Misusing Clients: SBIRT. (December 2017). National Association of Social Workers (NASW-NY City) at DC-37. New York, NY.

Teaching SBIRT to Social Work Students: A Three-Year Evaluation Study. (November 2017). AMERSA (Association for Medical Education and Research in Substance Abuse). Annual Conference. Washington DC.

Wounded Healers: Examining Alcohol and Other Drug Problems and Treatment Among Licensed Social Workers (with Jeffrey Steen and Shulamith Lala Ashenberg Straussner). (Poster Presentation) (November 2017). AMERSA (Association for Medical Education and Research in Substance Abuse). Annual Conference. Washington DC.

The Social Work Licensing Exams as a Possible Barrier to Culturally Informed Behavioral Health Services for Latino Clients: The Results of a Survey from City University of New York. (October 2017). *Issues and Strategies for Latino Immigration and Health Care Entitlement Services*. Latino Social Work Coalition and Scholarship Fund. Long Island University-C.W. Post, Brookville, NY.

The Adverse Childhood Experiences of Social Workers in 13 States: Implications for Social Work Education (October 2017). New York State Social Work Education Conference, Saratoga Springs, NY.

“SBIRT”: An Evidence Based Practice to Screen and Provide Brief Interventions to Substance Misusing Clients (August 2017). National Association of Social Workers, New York City Chapter (NASW-NYC) Continuing Education Series. New York, NY.

Screening, Brief intervention, and Referral to Treatment (SBIRT) (July 2017). Adelphi University, New York, NY.

On the Other Side of the Table: Findings from a Multistate Study of Social Workers’ Alcohol and Other Drug Problems and Utilization of Treatment (with Shulamith Lala Ashenberg Straussner & Jeffrey Steen) (June 2017). National Association of Social Workers (NASW) 49th Annual Addictions Institute. New York, NY.

SBIRT Workshop, City University of New York, Bellevue Hospital NYSIM Center (with Justine Pawlukewicz, Juline Koken, & Candy Dato). (June 2017). New York, NY.

An Introduction to a Gestalt Therapy Approach to Social Work Practice (April 2017). National Association of Social Workers, New York City Chapter (NASW-NYC) Continuing Education Series. New York, NY.

Wounded Healers: A Multistate Study of Social Workers’ Behavioral Health Problems by Race, Sex, and Age. (with Shulamith Lala Ashenberg Straussner & Jeffrey Steen) (April 2017). National Association of Social Workers (NASW) Conference: Social Work in the City. New York, NY.

Culturally Informed Mental Health and Substance Abuse Prevention and Treatment Strategies for West African Immigrants (with Olatunde Olusesi) (March 2017). Bronx-Lebanon Hospital Cultural Competence and Health Literacy Training Series. Bronx, NY.

Wounded Healers: Health, Mental Health, and Substance Use Among Baccalaureate Social Workers. (with Shulamith Lala Ashenberg Straussner & Jeffrey Steen). (March 2017). The Association of Baccalaureate Social Work Program Directors Annual Program Directors (BPD) 34th Annual Conference. New Orleans, LA.

Teaching BSW Students an Evidence-Based Practice Framework for Substance Using Clients: “SBIRT.” (March 2017). The Association of Baccalaureate Social Work Program Directors Annual Program Directors (BPD) 34th Annual Conference. New Orleans, LA.

Social Workers’ Wellness: Initial Findings from a Large-Scale Study (with Jeff Steen). (January 2017). Society for Social Work and Research, 21st. Annual Conference, New Orleans, LA.

Adverse Childhood Experiences and Problems with Substance Abuse: Results from a Large-Scale Survey of Social Workers (with Jeff Steen and Josey Madison). (January 2017) Society for Social Work and Research, 21st. Annual Conference, New Orleans, LA.

“Adversity is Not the End”: Exploring Social Workers’ Childhood Traumas. (with Shulamith Lala Ashenberg Straussner & Jeffrey Steen). (November 2016). Annual Program Meeting: Council on Social Work Education (CSWE), Atlanta, GA.

- Attitudes of West African Immigrants in the United States Toward Substance Misuse. (with Olatunde Olusesi) (November 2016). Annual Program Meeting: Council on Social Work Education (CSWE), Atlanta, GA.
- Examining Work Satisfaction and Workplace Stress among Latino Social Workers: Findings from a National Online Survey. (with Shulamith.Lala.Ashenberg Straussner & Jeffrey. Steen) (October 2016). ~~Latino~~ Latino Social Workers Organization Conference. Chicago, IL.
- Social Injustice Toward Latino and Other Ethnic Groups in the Social Work Profession: The Social Work Licensing Exams. (with Graciela Castex & Norma Phillips). (October 2016). ~~Latino~~ Latino Social Workers Organization Conference. Chicago, IL.
- Infusing SBIRT Training into Practice Courses to Prepare Students to Work with Substance Using Clients: A One-Year Evaluation. (with Joy Greenberg) (November 2015). New York State Social Work Education Conference, Saratoga Springs, NY.
- Disseminating Screening, Brief Intervention and Referral to Treatment (SBIRT) for Substance Use Harm Reduction in the Bronx: Evaluation Outcomes After One Year (with Lydia Ogden) (November 2014). American Public Health Association 142nd Annual Meeting and Expo. New Orleans, LA.
- Teaching “SBIRT,” An Evidence-Based Approach to Working with Substance Using Clients (with Lydia Ogden) (October 2014). Annual Program Meeting: Council on Social Work Education, Tampa, FL
- The Intersection of Healthcare and Race: Best Practices for Sickle Cell Disease (with Brenda Williams-Gray) (October 2014). Annual Program Meeting: Council on Social Work Education, Tampa, FL.
- Using Motivational Interviewing for Brief Interventions with Substance Using Clients: An Experiential Workshop. (October 2014). New York State Social Work Education Conference, Saratoga Springs, NY.
- Using Motivational Interviewing to Enhance Clinical Effectiveness When Performing Brief Interventions with Substance Using Clients (with Lydia Ogden) (June 2014). The 46th Annual Addictions Institute, National Association of Social Workers (NASW). New York, NY.
- Keeping Humanness Alive in 21st Century Practice: A Gestalt Social Work Approach (March 2014). The Association of Baccalaureate Social Work Program Directors Annual Program Directors (BPD) Conference. Louisville. KY. *The Changing World and the Face of Social Work Education*.
- Lack of Services for Individuals with Sickle Cell Disease: Race, Politics, and Social Justice (with Brenda Williams-Gray & Mark Goodwin (October 2013). New York State Social Work Education Conference, Saratoga Springs, NY.
- Gestalt Therapy and Addiction Treatment: Individual and Group Interventions (June 2013). The Addictions Committee of the New York City Chapter, National Association of Social Workers (NASW). The 45th Annual Addictions Institute. *Innovations in Addiction Treatment: Sifting Paradigms for Changing Times*.

The Power of Gestalt Therapy in Enhancing Social Work Practice (April 2013). National Association of Social Workers (NASW), New York Chapter, Continuing Education Series.

Promoting Social Justice: Preparing Culturally Diverse Students for the ASWB Licensing Exams (with Graciela Castex & Conard Miller) (March 2013). The Association of Baccalaureate Social Work Program Directors, 30th Annual Baccalaureate Program Directors (BPD) Conference. Myrtle Beach, South Carolina: *Hands-On Social Work Education: Learning Beyond the Classroom*.

A Gestalt Therapy Framework for Social Work Practice with Substance Abusing Clients November 2012). Annual Program Meeting: Council on Social Work Education, Washington, DC: *Social Work: A Capital Venture*.

Injustice in Education: Preparing Culturally Diverse Students for ASWB Licensing Exams (with Carl Mazza, Conard Miller, & Norma Phillips) (November 2012). Annual Program Meeting: Council on Social Work Education, Washington, DC: *Social Work: A Capital Venture*.

The Experiences of Gay and Bisexual Clients in a Substance Abuse Program with a Mostly Black and Hispanic Population (October 2012). New York State Social Work Education Conference, Saratoga Springs, NY. *From Settlement Houses to Safe Houses: Empowerment, the Heart of Social Work*.

Injustice in Education: Preparing Culturally Diverse Students for ASWB Licensing Exams (with Graciela Castex, Carl Mazza, & Norma Phillips) (October 2012). New York State Social Work Education Conference, Saratoga Springs, NY. *From Settlement Houses to Safe Houses: Empowerment, the Heart of Social Work*.

Respecting Clients' Views of the Unknown: Spirituality and Social Work. (November 2011). Lehman College Department of Social Work, Bronx, NY: *Common Day*.

Does Social Work Education Affect Students' Knowledge and Perceptions of Substance Abuse? (with Shulamith Lala Strausner) (October 2011). Annual Program Meeting: Council on Social Work Education, Atlanta, Georgia: *increasing Access: Confronting Disparity and Inequality*.

The Impact of Social Work Education on Students' Knowledge and Attitudes Regarding Working with Substance Abusing Clients (October 2011). New York State Social Work Education Annual Conference. Saratoga Springs, NY: *Person in Environment: From Neighborhood Issues to Global Policies*.

An Inclusive Definition of Spirituality for Social Work Practice That Honors the Inherent Dignity and Worth of Each Person (March 2011). New York University Silver School of Social Work, NY: *Common Day 2011: Maintaining Our Commitment to Social Justice*.

Respecting Each Client's View of the Unknown: An Inclusive Definition of Spirituality for Social Work Practice (March 2011). New York University Silver School of Social Work, NY: *Integrating Spirituality and Practice*.

An Inclusive Model of Spirituality for Bachelor's Level Social Work Education (February 2011). The Association of Baccalaureate Social Work Program Directors, 28th Annual Baccalaureate Program Directors (BPD) Conference. Cincinnati, Ohio: *The Nuts and Bolts of BSW Education: From Basics to Competency Assessment*.

- Working with LGBT Clients: A Role Play Presentation (with Wendy Kaplan, David Rivera, & Rebecca Tangen) (February 2011). Lehman College Social Work Department, Bronx, NY: *Common Day*.
- A Gestalt Therapy Framework for Social Work Practice: A Collaboration between Clinical Practitioners and Social Work Educators (November 2010). New York State Social Work Education Association Annual Conference, Saratoga Springs, NY: *Sharing Knowledge and Advancing the Profession: Educators, Practitioners, and Students in Partnership*.
- Supervising Students Working with LGBT Clients (March 2010). Field Instructors Workshop, Lehman College (CUNY), Bronx, NY.
 - Interfacing the Unknown at the Contact Boundary: Spirituality and Gestalt Therapy (January 2010). Alumni Association of Gestalt Associates for Psychotherapy (AAGAP) NY.
 - Gestalt Practice and Addictions (November 2009). Kimmel Center, New York University, NY: *Integrating Neuroscience and Holistic Treatments: Implications for Practice with Clients Who Have Substance Abuse Disorders*.
 - Working with Spiritual Issues: An Inclusive Social Work Teaching Model (November 2009). Annual Program Meeting: Council on Social Work Education, San Antonio, Texas: *Bridging Rights, Culture, and Justice: Social Work as a Change Agent*.
 - Utilizing Self-Psychology, Intersubjectivity Theory, and Other Relational Approaches in Clinical Practice (with Sharon M. Freedberg) (November 2009). Annual Program Meeting: Council on Social Work Education, San Antonio, Texas: *Bridging Rights, Culture, and Justice: Social Work as a Change Agent*.
 - Are the Needs of Gay, Lesbian, and Bisexual Clients in Substance Abuse Treatment Being Adequately Considered? (October 2009). New York State Social Work Education Association Annual Conference. Saratoga Springs, NY: *Uniting in Change: Pathways for Social Justice*.
 - Social Work Practice with LGBT Clients. (October 2009). Lehman College Department of Social Work, Bronx, NY: *Common Day*.
 - An Inclusive Re-definition of Spirituality for Social Work Practice: Dealing with Depression. (February 2009). Kimmel Center, New York University, NY: *Spirituality and Social Work Practice: An Interfaith and Cross-Cultural Approach to Depression*.
 - Working with Gay, Lesbian, Bisexual, and Transgender Clients in Substance Abuse Treatment Settings. (November 2008). Lehman College, Bronx, NY: *The Bronx Is Up: Urban Social Issues and Resolutions*.
 - Integrating a Spiritual Perspective into Clinical Social Work Practice. (October 2008), New York State Social Work Education Association Annual Conference, Saratoga Springs, NY: *Silent Issues in Social Work: Talking About Controversies*.
 - Trauma: A Predisposing Factor in Substance Abuse and Dependence. (June 2008), CPC Behavioral Healthcare: Helen Herrman Counseling Center, Red Bank, NJ.

- Addressing spirituality in social work practice: Mental illness, substance abuse, and homelessness. (June 2008), Kimmel Center, New York University, NY:
Exploring the Role of Spirituality and Religion in Social Work Practice.
- Substance abuse treatment for gay, lesbian, and bisexual individuals: Clinical myths vs. empirical research findings. (February 2006), LGBT Community Center, New York, NY:
National Association of Social Workers-New York: Lesbian, Gay, Bisexual and Transgender Committee.
- Working with gay, lesbian, and bisexual clients in substance abuse treatment programs. (April 2003). Ryan White Hudson County Consortium, Jersey City, New Jersey.
- The treatment of gay, lesbian, and bisexual substance abusers: Clinical practice implications of contemporary research findings. (October 2002), Binghamton, NY: *Treating Addictions in Special Populations: Research Confronts Reality.*

AWARDS:

- Journal of Social Work Education Best Conceptual Articles Awards-2014: Honorable Mention for article, "An inclusive definition of spirituality for social work education and practice." (Award received October 24, 2014, at the Annual Program Meeting of the Council of Social Work Education in Tampa, Florida.)
- New York University School of Social Work Undergraduate Student Government Association's "Wisdom Award" (2007).

GRANTS:

- Project Director (in partnership with Jewish Association for Services for the Aged-JASA): New York Community Trust. *The EASE (Enhanced and Sustainable Experience) Community Living Project.* (\$178,909 for Lehman College). Awarded June 2022.
- Project Director (in partnership with Kingsbridge Heights Community Center): New York Community Trust. *Investing in Social Work's Future: Enhancing Services for Spanish-Speaking Clients.* (\$227,362 for Lehman College). Awarded June 2022.
- Co-Principal Investigator (with Amanda Sisselman): Dept. of Health and Human Services, Health Resources and Services Administration (HRSA). *Opioid Workforce Expansion Program-Professional.* (\$977,971) Awarded July 2019.
- Project Evaluator: Dept. of Health and Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals. *Substance Abuse and Mental Health Services: Projects of Regional and National Significance.* (Principal Investigators: Amanda Sisselman & Jessica Kahn) (\$1,906,410) Awarded September 2017.
- Project Evaluator: U.S. Dept. of Health and Human Services, Health Resources and Services Administration (HRSA). Behavioral Health Workforce Education and Training for Professionals. *Culturally Informed Behavioral Health Services for At-Risk Children, Adolescents, and Transitional-Age Youth and Their Families in Bronx, New York, and*

Surrounding Communities (Joy Greenberg, Principal Investigator; Norma Phillips, Chair of Community Liaison Team). (\$1,385,174) Awarded September 2014.

-Principal Investigator (Project Director): The U.S Dept. of Health and Human Services- Substance Abuse and Mental Health Services Administration (SAMHSA). Screening, Brief Intervention, and Referral to Treatment (SBIRT) Medical Professional Training Program. *Enhancing SBIRT utilization among underserved populations in the Bronx and surrounding areas: A Lehman College training initiative for social work students and medical residents* (\$943,608) Awarded September 2013.

-Project Evaluator: U.S. Health Resources and Administration Mental and Behavioral Health Education and Training Program. *Meeting the Mental and Behavioral Health Needs of Underserved Populations in Bronx, NY.* (\$479,973) Awarded September 2012.

-Diversity Projects Development Fund-CUNY Grant (\$3000 Awarded December 2011): The needs of LGBT Latino and Black Clients in Substance Abuse Treatment

-PSC CUNY Grant (\$3500 Awarded April 2011): A culturally sensitive exploration of the high rates of heroin usage among the Puerto Rican population in the United States.

-PSC CUNY Grant (\$3000 Awarded April 2009): Gay and bisexual clients in substance abuse treatment programs: Outcomes, completion rates, satisfaction, connection, and therapeutic support.

SOCIAL WORK PRACTICE EXPERIENCE:

Private Practice
Individual and Family Therapist January 1996-July 2008

Long Island Consultation Center
Psychotherapist June 1998-January 2003
-individual and group psychotherapist in an outpatient mental health and substance abuse clinic for adults, adolescents, and children

Jewish Board of Family and Children's Services
REAL Recovery
Bronx/REAL
Social Work Supervisor September 1999-February 2000
-program developer and supervisor of a MICA component of a psychiatric day treatment

ACI
Social Worker November 1998-June 1999
-individual and group worker in an inpatient detox and rehab facility

Samaritan Village
Social Worker September 1996-July 1998
-individual and group worker in a long-term residential substance abuse therapeutic community

Contemporary Guidance Services
Director of Mental Health Services July 1993-August 1996
Social Worker May 1992-July 1993

- performed mental health assessments, individual and group work, crisis intervention, and vocational counseling for clients in a VESID sponsored vocational program for adults and teenagers with mental retardation, learning disabilities, psychiatric illness, or substance abuse disorders
- supervision of MSW social workers and social work interns in mental health department

Bridge Back to Life

Social Worker April 1994-April 1996
 -individual and group worker in an outpatient substance abuse program

Gestalt Associates for Psychotherapy

Psychotherapist September 1989-February 1994
 -individual and couples therapist at outpatient psychotherapy clinic

Jewish Board of Family and Children's Services

Bronx/REAL

Social Work Supervisor May 1989-May 1992
 Social Worker June 1988-May 1989
 Case Associate May 1987-June 1988

- supervisor of social workers, case associates, and social work interns in a day program and apartment program for a chronic psychiatric population
- individual therapist and facilitator of many therapy, psychoeducational, and activity groups in a psychiatric day program
- creator and consultant of Bronx/REAL Senior Citizen Project, a consumer-run project in which clients from the psychiatric day program assisted senior citizens living in the community
- creator and coordinator of REAL Progress, a vocational component of the psychiatric day program which used an intensive psychiatric rehabilitative treatment model

Jewish Board of Family and Children's Services

Geller House

Social Worker February 1989-October 1989
 -assessment, case management, and crisis work for adolescents in a residential diagnostic facility

Fountain House

Residential Counselor January 1987-May 1987
 -counseling responsibilities in a residence for a chronic psychiatric population

Postgraduate Center for Mental Health

Employment Support Services

Social Work Intern September 1986-July 1987
 -individual supportive psychotherapy in conjunction with an on-site work program to help clients with chronic psychiatric illness become employed

OTHER EMPLOYMENT:

Morningside House Nursing Home

Director of Dental Services June 1976-January 1987

-responsible for organization and implementation of comprehensive dental program for a 380-bed nursing home and health related facility

Appendix C.4

Amanda G. Sisselman-Borgia, PhD, LMSW

Education and Certifications

Doctor of Philosophy, Social Work, 2009 - University at Albany, Albany, NY

Master's Degree in Social Work, 2000 - Adelphi University, Garden City, NY

Bachelor of Arts Degree, 1998 - University at Albany, Albany, NY

**SIFI Certified

**LCSW eligible since 2003, paperwork submitted to NYS licensing office for certification

Grants and Research Projects

Using interprofessional simulation and virtual reality to train peer leaders in HIV prevention outreach on two CUNY campuses: An interdisciplinary and cross-campus pilot, Lead Principal Investigator, CUNY Interdisciplinary Research Grant Competition, \$46,000, January 2024 to March 2025

Randomized control trial of a peer led photovoice intervention designed to improve HIV prevention engagement among CUNY students

Principal Investigator, PSC CUNY Fund Competition, \$12,000, July 2023 to December 2024

A Peer Led Photovoice Participatory Action Intervention to improve engagement with HIV prevention among CUNY students, Principal Investigator, PSC CUNY Fund Competition, \$12,000 July 2022 to June 2024

Use of Virtual Reality and Simulation technology to address anti-racism and associated skill building in social work and human services students, Principal Investigator, HRSA Behavioral Workforce Program, July 2021 to May 31, 2023

HIV Prevention and Trauma among Youth Experiencing Homelessness in NYC, Principal Investigator, PSC CUNY Fund Competition, \$12,000, July 2021 to present

Impact of Trauma on Daily Functioning among Homeless and Food Insecure CUNY students, Principal Investigator, PSC CUNY Fund Competition, \$12,000, July 2020 to present

Opioid Workforce Expansion Program (HRSA), Principal Investigator, \$1,500,000 over a three-year period to train 2nd year MSW students in the integration of substance misuse and behavioral health into primary care settings, September 2019 to present

Socioeconomic Microaggressions among at-Risk Youth of Color, Principal Investigator, PSC CUNY Fund Competition, \$6,000, July 2018 to December 2020

The Impact of Microaggressions on Homeless Youth, Principal Investigator, examining association of microaggressions on the health and mental health of homeless youth through written surveys and a 2-week longitudinal diary study with smart phones and fit-bit technology, September 2015 to present

**American Psychological Foundation -- \$20,000

**Institutional Start-up Funds -- \$8,000

Validation of a Homeless Microaggressions Scale with Homeless Adults, Principal Investigator, PSC CUNY Fund Competition, \$6,000, July 2017 to present

Behavioral Health Workforce, Education, and Training Program (HRSA), Principal Investigator, \$2,000,000 over a 4-year period to train 2nd year MSW students in interdisciplinary behavioral health, September 2017 to present

Capacity Building, Sustainability, and Evaluation of Grassroots Community Based Life Skills Empowerment Programs for Individuals in Transition, Co-Principal Investigator/Director of Research and Evaluation, in collaboration with the Fordham Graduate School of Social Service Beck Institute on Religion and Poverty, Foundation Donor (Anonymous), \$300,000, September 2014 to July 2017

Internship Development for Non-Traditional Students in Staten Island, Co-Principal Investigator, Anonymous Donor Grant, \$5,000

Life Skills Empowerment Program Adaptation for Homeless At-Risk Youth, Principal Investigator, Development, and pilot evaluation of new program for homeless youth, grant funded by the Achelis Foundation, \$15,000

Program Evaluation of Grassroots Community Based Life Skills Empowerment Programs for Individuals in Transition, in collaboration with Fordham Graduate School of Social Service Beck Institute on Religion and Poverty, January 2012 to August 2014

- **Co-Investigator -- \$20,000 Fahs Beck Fund

- **Co-Principal Investigator-- \$88,000 New York Community Trust Grant

- **Co-Principal Investigator--\$180,000 Anonymous Foundation Donor

Interfaith Assembly on Homelessness and Housing Evaluation Project, Member of the Beck Institute Evaluation Team conducting a Process Evaluation of the Interfaith Assembly's Life Skills program, specifically the Domestic Violence Program. Responsible, in connection with the IAHH director, for curriculum development and qualitative process documentation for the domestic violence life skills program for adult women as well as the Support Program for children of adult survivor's of domestic violence.

School Based Health Center Evaluation, Co-Principal Investigator on a 3-phase, \$250,000 grant funded project evaluating various aspects of School Based Health Centers in Bronx, NY. Completed quantitative and qualitative analysis on phase 2 data exploring program elements developed by the centers. Worked with several school principals to coordinate large data collection effort of 600 students in 4 urban, schools in under-served areas, for phase 3 of the project. Quantitative and qualitative analysis of phase 3 is in progress, including content analysis, means testing, regression, and structural equation modeling, July 2008 to present.

Dissertation: Domestic Violence and Faith Communities, Principal Investigator (Original Research), Collected data from 200+ participants (175, Urban, clinical sample; 35, Urban, Rabbinical sample) to explore relationship between religion and beliefs regarding domestic violence, specifically to examine differences between Jews and non-Jews. Conducted qualitative analysis and quantitative analysis, using SPSS software to conduct quantitative analysis, including factor analysis and means testing, and managed SPSS database, November 2007 to August 2009.

The Effectiveness and Efficiency of the Advanced Illness Coordinated Care Program: A Multi-Region Randomized Control Study, Doctoral research assistant on a \$1,000,000 grant funded by Kaiser Permanente. Communicated regularly with 4 research assistants and facilitated data collection efforts from 600 participants on the west coast, while creating, managing, and maintaining large SPSS database, responsible for all data entry and data cleaning, as well as assisting with preliminary statistical analyses, January 2004 to August of 2006.

Positive Days: A Pilot Study, Managed data collection from all participants in the pilot study, created and maintained SPSS database, responsible for all data analysis and report of results, July 2005

Department of Social Services, Analyzed existing client satisfaction survey results and assisted Social Services staff in creating new survey based on current need, re-formatted existing data into SPSS database, reported results to Social Services Staff, and assisted with development of new procedures for homeless clients based on data analysis, February 2005

Edited Book

MacMillan, T., & **Sisselman-Borgia, A.**, eds. (2018). *New Directions in Treatment, Education, and Outreach for Mental Health and Addiction*. Springer.

Invited Chapters

Sisselman, A. (2017) SAGE Encyclopedia of Psychology and Gender

- Adolescence Overview (4,000 words)
- Intimate Partner Violence (2,000 words)
- Bullying in Childhood (2,000 words)
- Judaism and Gender (3,000 words)
- Help Seeking in Women (2,000 words)

Peer Reviewed Publications

1. Budescu, M., Reid, A., **Sisselman-Borgia, A.**, Holbrook, N., Valera, D., & Torino, G. C. (2023). Sleep and mental health among youth experiencing homelessness: A retrospective pilot diary study. *Sleep Health*.
2. **Sisselman-Borgia, A.**, & Burt, K. (2022). Faculty Development to Promote Peer Leadership Programming at a Hispanic-Serving Institution. *Journal of Best Practices in Health Professions Diversity*, 15(1), 51-59.
3. Senreich, E., **Sisselman-Borgia, A.**, & Kahn, J. M. (2021). Early Social Workers' Experiences during the COVID-19 Pandemic: A Qualitative Study. *Smith College Studies in Social Work*, 91(4), 271-294.
4. **Sisselman-Borgia, A.**, Menard, L., Budescu, M., & Torino, G. (2021). Differences in discrimination experiences among homeless and non-homeless youth. *Urban Social Work*, 6(1), 1-16.
5. **Sisselman-Borgia, A.** (2021). An adapted Life Skills Empowerment Program for homeless youth: Preliminary Findings. *Child and Youth Services*. (published online/awaiting in print)
6. **Sisselman-Borgia, A.**, Budescu, M., Torino, G.C., & Ramos, M. (2021). Mental health among Black youth experiencing socioeconomic microaggressions. *Families in Society*. (published online/awaiting in print)
7. Budescu, M., **Sisselman-Borgia, A.**, & Torino, G. C. (2021). Discrimination, self-harming behaviors, and emotional quality of life among youth experiencing homelessness. *Journal of Social Distress and Homelessness*, 1-10.
8. Budescu, M., **Sisselman-Borgia, A.**, & Torino, G. C. (2020). An Experimental Approach to Assessing the Attitudes of Social Service and Healthcare Employees toward the Homeless. *Journal of Social Service Research*, 1-11.
9. Burt, K. G., & **Sisselman-Borgia, A.** (2020). How Community Health Workers Can Improve Workforce Diversity and Dietary Outcomes. *Nutrition Today*, 55(5), 254-259.
10. Budescu, M., **Sisselman-Borgia, A.**, & Torino, G. C. (2019). Experience of Homelessness Discrimination Among Emerging Adults: A Qualitative and Quantitative Analysis. *Emerging Adulthood*, 2167696819845751.
11. **Sisselman-Borgia, A.**, Budescu, M., & Torino, G. (2018). The Association of Racial and Homelessness Microaggressions and Physical and Mental Health in a Sample of Homeless Youth. *Urban Social Work*, 2(2), 139-158.
12. **Sisselman-Borgia, A.**, Budescu, M., & Taylor, R. D. (2018). The Impact of Religion on Family Functioning in Low-Income African American Families with Adolescents. *Journal of Black Psychology*, 44(3), 247-272.
13. Budescu, M., **Sisselman-Borgia, A.**, & Taylor, R. D. (2018). Perceptions of Adequate Personal Time and Wellbeing among African American Families with Adolescents. *Journal of Child and Family Studies*, 27(6), 1763-1773.

14. **Sisselman-Borgia, A., & Bonanno, R. (2017).** Rabbinical response to domestic violence: A qualitative study. *Journal of Religion & Spirituality in Social Work: Social Thought*, 36(4), 434-455.
15. **Sisselman-Borgia, A. & Torino, G. (2017).** Innovations in Experiential Learning for Adult Learners. *Journal of Applied Learning in Higher Education*, 7, 3-13.
16. Torino, G. & **Sisselman-Borgia, A. (2017).** Homelessness Microaggressions: Implications for Education, Research, and Practice. *Journal of Ethnic and Cultural Diversity in Social Work*, 26(1-2), 153-165.
17. Bonanno, R. & **Sisselman-Borgia, A. (2016).** Blended Learning for Non-Traditional Students in the Human Services. *Digital Universities*, 5(2-3), 59-78.
18. **Strolin-Goltzman, J., Sisselman, A., Melekis, K, & Auerbach, C. (2014).** Understanding the relationship between school-based health center use, school connection, and academic performance. *Health and Social Work*, 39(2), 83-91.
19. **Strolin-Goltzman, J., Sisselman, A., Auerbach, C., Sharon, L., Spolter, S., Corn, T. (2012).** The moderating effect of school type on the relationship between school-based health centers and the learning environment. *Social Work in Public Health*, 27, 699-709.
20. **Sisselman, A., Strolin-Goltzman, J., Auerbach, C. (2012) Innovative services offered by School Based Health Centers in New York City, Children and Schools, 34(4), 213-221.**
21. **Sisselman, A. (2012). Learning to be a mentor. All About Mentoring**
22. Rizzo, V., Tobin, D., Engelhardt, J., DellaPenna, R., Feigenbaum, P., **Sisselman, A.,** Nicholson, J., Neimeyer, B., Albert, E., and Lombardo, F. (2010) "Use of the Stages of Change Trans-theoretical Model in End-of-Life planning conversations" *Journal of Palliative Medicine*, 13(3), 267-271.

Presentations

1. Trauma, Food Insecurity, and Daily Functioning among Urban College Students, **Society for Prevention Research**, Washington DC, May 2024, **Sisselman-Borgia & Adams**
2. PrEP & Psychosocial Needs among Youth Experiencing Homelessness, **Society for Prevention Research**, Washington DC, May 2024, **Sisselman-Borgia & Saint-Louis**
3. Microaggressions, PTSD, and Suicidality among Homeless Youth, **Society for Prevention Research**, virtual conference, July 2020, **Sisselman-Borgia**, Budescu, Torino, and Menard
4. Experiences of Racial and Homeless Microaggressions in NYC, **New York State Social Work Education Association**, Saratoga, NY, November 2019, **Sisselman-Borgia**, Howell, and Cayetano
5. Microaggressions and Homelessness, **New York State Social Work Education Association**, Saratoga, NY, October 2018, **Sisselman-Borgia & Lau**
6. Microaggressions and the health and well-being of homeless youth of color, **Society for Prevention Research**, Washington, DC, June 2018, **Sisselman-Borgia**, Budescu, & Torino
7. Taking experiential learning to the frontlines of social justice, **NYS Social Work Education Association**, Saratoga, NY, October 2017, McGovern, **Sisselman-Borgia**, & George-Moses
8. Socioeconomic Microaggressions: Impact on Adolescent health and well-being, **American Psychological Association**, Washington, DC, August 2017, **Sisselman-Borgia**, Budescu, Torino
9. When race doesn't matter: The Impact of microinvalidations on ethnically diverse adolescents, **American Psychological Association**, Washington DC, August 2017, Ramos, Budescu, & Sisselman-Borgia
10. Homelessness Microaggressions: A Qualitative Examination, **American Psychological Association**, Washington, DC, August 2017, Torino, **Sisselman-Borgia**, Budescu
11. Understanding and Responding to the needs of homeless youth, **NYS Social Work Education Association**, Saratoga, NY, October 2016, **Sisselman-Borgia**
12. Rabbinical response to domestic violence, **NYS Social Work Education Association**, Saratoga, NY, October 2016, **Sisselman-Borgia & Bonanno**

13. Association between discrimination based on homeless status and mental health among homeless youth, **National Institute of Mental Health Services Research Branch Conference**, Bethesda, MD, August 2016, **Sisselman-Borgia**, Budescu, and Torino
14. A Transformative Collaborative Community Model: Meeting the Complex Needs of People in Transition, **National Association for Social Workers National Conference**, Washington, DC, June 2015, Lightburn and **Sisselman**
15. Blended Learning for Non-Traditional Students in the Human Services, **Society for Social Work Research**, Washington DC, 2016, Bonanno and **Sisselman-Borgia**
16. Domestic Violence and the Jewish Community, **Society for Social Work Research**, Washington, DC, January 2016, **Sisselman-Borgia**
17. A Trauma Informed Community Based Grassroots Approach to Homelessness, **Society for Prevention Research**, Washington, DC, June 2015, **Sisselman** and Lightburn
18. The Relationship between School Based Health Center Usage and Academic Outcomes, **Society for Social Work Research**, New Orleans, January 2015, Strolin, Sisselman, and Auerbach
19. Blended Learning: Opportunities for Non-Traditional Students in Social Work and Human Services, **New York State Social Work Education Association Conference**, Saratoga, NY, October 2014, Sisselman and Bonanno
20. Supporting Transitions from Homelessness, Post-Incarceration, and Domestic Violence, **International Association of Social Work with Groups Conference**, Boston, MA, June 2013, Lightburn and Sisselman
21. Panel Member, Connecting Research and Practice, **Society for Prevention Research**, Washington, DC, May 2012, Sisselman
22. Building Evidence Base for Grass Roots Programs: A Developmental Evaluation Framework to Improve Community-Based Practice, **New York State Social Work Education Association**, Saratoga NY, October 2011, Lightburn and Sisselman
23. Understanding the Relationship between Religion and Beliefs about Domestic Violence, **Society for Prevention Research**, Washington DC, June 2011, Sisselman
24. Innovative Services Offered by School Based Health Centers in NYC, **National Summit of Clinicians for Health Care Justice**, Washington DC, September 2010, Sisselman, Strolin, and Auerbach
25. The Relationship Between School Based Health Centers and Academic Outcomes I (Voices of Children and Parents), **National Summit for Health Care Justice**, Washington DC, September 2010, Sisselman, Strolin, and Auerbach
26. Training Innovative Leaders of Change in the Field of Disabilities, **Association of University Centers on Disabilities Conference**, Crystal City, VA, November 2010, Sisselman and Levy
27. Innovative Examples of Pedagogy in a Single System Design Course, **New York State Social Work Education Association Conference**, Saratoga, NY, November 2010, Sisselman
28. "Differential Understandings of Domestic Violence: Perspectives of the Clergy: A Qualitative, Exploratory Pilot Study," **International Social Work Practice Research Symposium**, June 2005, Sisselman
29. "Differential Understandings of Domestic Violence: Perspectives of the Clergy: A Qualitative, Exploratory Pilot Study," **NASW NYS 2006 Power of Social Work Conference**, March 24, 2006, Albany, NY, Sisselman

Accepted Presentations

1. Rabbinical Response to Domestic Violence, **Society for Social Work Research**, Washington DC, January 2012, Sisselman

Faculty Positions

Assistant Professor, Tenure Track, Lehman College, Department of Social Work (City University of New York), Bronx, NY, August 2015 until present
Courses: Advanced Generalist Practice, Fieldwork Seminar

Assistant Professor, Tenure Track, Empire State College, New York, NY September 2011 until July 2015

Courses: Theory and Practice in Human Services, Working with Children in Human Services, History of Social Welfare, Working with Individuals in Human Services, Research Methods for the Social Sciences, Impact of Poverty on Children and Families, School Violence and Bullying

Blended Learning: Developing and successfully teaching several classes with blended modalities (alternating in person and online sessions throughout the semester)

Internships: Developing internships and field opportunities for non-traditional students

Assistant Professor, Yeshiva University School of Social Work (CSWE Accredited), New York, NY, September 2008 until September 2011

Courses: Human Behavior in the Social Environment I and II, Individuals with Disabilities and their Families: A Social Worker's Guide, Applied Research Methods, Practice and Evaluation, and Child and Adolescent Research Issues (Doctoral Program)

Adjunct Lecturer, Adelphi University, School of Social Work (CSWE Accredited) SOHO, New York, NY, January 2007 until Sept. 2008

Courses: Human Behavior in the Social Environment, Advanced Clinical Practice with Adults, and Advanced Clinical Practice with Families

Adjunct Lecturer, CUNY System (York and Queens Colleges), Queens, NY, July 2006 until Sept. 2008

Courses: Mental Retardation, Psychology of Adolescence, Psychopathology in Children, Research Methods, and Introduction to Statistics

Adjunct Lecturer, University at Albany, School of Social Welfare (CSWE Accredited), Albany, NY, Aug. 2003 to January 2006

Courses: Human Behavior in the Social Environment, Psychopathology in Adults and Children

Summary of Clinical/Theory Courses

Foundation and Advanced Generalist Practice for MSW students

Supervision and Administration MSW course sequence

Social Welfare Institutions

History of Social Welfare

Policy Practice

Psychopathology in Adults and Children

Advanced Clinical Practice with Adults

Advanced Clinical Practice with Families

Human Behavior in the Social Environment I

Human Behavior in the Social Environment II

Individuals with Disabilities and their Families: A Social Work Guide

Psychology of Adolescence

Psychopathology in Children

Mental Retardation

Summary of Research Courses

Introduction to Statistics

Applied Research Methods

Practice and Evaluation

Research Methods for the Social Sciences

Research methods for undergraduate social work students

Clinical/Administrative Positions

SIFI (Seminar in Field Instruction) Field Instructor, Beck Institute for Religion and Poverty affiliated Life Skills Empowerment Programs, New York, NY, January of 2011 to present

Organizational Change Facilitator, Child Welfare Workforce Initiative Grant, New York, NY, May 2009 to April of 2013

- Conduct bi-monthly meetings with agency teams
- Work with agency teams comprised of staff members and management in an effort to effect organizational change
- Provide monthly written reports of the facilitation and change process
- Participate in monthly “Facilitator Process” conference calls

Clinician, Long Island Consultation Center, Rego Park, NY, May 2010 to June of 2012

- Provide clinical services to 7 to 10 clients on a weekly basis, including children and adolescents, with a focus on individuals with trauma histories
- Conduct 10-15 Intake Evaluation Assessments monthly, including referrals from the NYS Department of Probation

Assistant Clinical Director, Advanced Center for Psychotherapy, Forest Hills, NY, July 2007 until August 2008

- Worked as part of an interdisciplinary administrative team and attended weekly administrative meetings
- Assisted in oversight and management of clinical staff of 20
- Monitoring of clinical staff regarding compliance in clinical and administrative matters
- Direct clinical supervision of Social Work Interns and other staff as needed
- Intake and admissions Review
- Case assignment
- Carried clinical caseload of 20 clients, including adults, adolescents, and children
- Conducted Individual, Group, and Family Psychotherapy as well as play therapy as needed

Psychotherapist and Intern Supervisor, Bleuler Psychotherapy Center, Forest Hills, NY Jan. 2006 to July 2007

- Provided weekly psychotherapy to 20 clients, including play therapy with children and adolescents
- Participation on Admissions Review Committee
- Weekly Supervision of 3 MSW Interns
- Careful and complete written documentation of client contacts
- Completion of client intakes as needed

Residential Assistant, Marillac Family Shelter, Albany, NY, Aug. 2003 to December 2005

- Completion of intake process and paperwork with families
- Taking referral information over the phone
- Regular communication and activity planning with residents and staff
- Careful and complete written documentation of resident activities

Psychotherapist, Jamaica Hospital Mental Health Clinic, Jamaica, NY, 2002-2003

- Provided weekly psychotherapy to adults and children with diverse diagnoses in clinical setting
- Responsible for completion of treatment plans and progress reports in a timely manner
- Responsible for completion of insurance billing/diagnostic forms
- Attended weekly group supervision meetings with clinical supervisor

Social Worker, Jamaica Hospital Inpatient Psychiatric Unit, Jamaica, NY, 2002-2003

- Handled caseload of 10 patients
- Provided supportive therapy and psycho-education to patients and families

- Lead weekly group for patients regarding discharge planning
- Advocated for and planned safe patient discharges, including referrals to appropriate after care programs and housing agencies
- Participated in daily team meetings to discuss patient care
- Careful and complete written documentation

Social Worker, Jamaica Hospital, Physical Rehabilitation Unit, Jamaica, NY, 2001-2002

- Caseload of 29 patients on acute physical rehab unit
- Initial psychosocial assessment of each patient
- Assisted patients with adjustment issues surrounding safe discharge planning
- Family intervention to ensure safe discharge
- Counseled patients around discharge options and process
- Ordered necessary supplies and made transportation arrangements to ensure safe discharge
- Careful and complete written documentation

Counselor, Grace Smith House, Poughkeepsie, NY, 1998-2001

- Counseled survivors of domestic violence
- Provided case management and advocacy services for women in court and various social service agencies
- Answered a domestic violence hotline
- Aided women and children in finding safe housing
- Intakes and discharges
- Recorded detailed notes about activities with clients
- Provided single coverage of a 20-bed shelter on weekends and overnights as needed
- Coordinated evening activities for children

Service

1. Member of the DSW (Doctor of Social Work) program development committee
2. Lehman College Senator at large
3. Lehman College social work department senate representative
4. Committee member of College wide International Programs and Global Partnerships Committee
5. Committee member of the CSWE accreditation assessment team (social work department)
6. Committee member of the HS2N Faculty Research Advisory Board
7. Committee member of the CUNY wide Council on Interprofessional Behavioral Health
8. Committee member of the Lehman College ACE (Adverse Childhood Experiences) women's network planning committee
9. Chair of the Policy course sequence curriculum committee
10. Member of the field course sequence curriculum committee
11. Faculty on the CUNY Institute for Health Equity
12. Member of the Early Career Prevention Network Steering Committee, Society of Prevention Research (2011 to present)
13. Member of local curriculum Committee, Metropolitan Center, Empire State College (Current)
14. Development of Workshops, as Co-Chair through local curriculum committee, Empire State College, Metropolitan Center (Current)
15. Empire State College Metropolitan Center representative to the Center for Mentoring and Learning Board (2011 to 2013)

16. Alternate Empire State College Metropolitan Center representative to college wide CUSP committee (2011 to 2013)
17. Empire State College Metropolitan Center Blended Learning Task Force Member (Current)
18. Panel Member, Faculty Research Interests, Student Academic Conference, Empire State College, White Plains, NY (October 2011)
19. Co-Chair of Common Day Committee, Yeshiva University (through August 2011)
20. Chair and Faculty Liaison to the Student Government Association, Yeshiva University (through August 2011)
21. Member of the Social Action Committee, **Chair of Food Drive**, Yeshiva University (through August 2011)
22. Member of the Human Behavior and the Social Environment Committee, Yeshiva University (through August 2011)

Honors and Awards

Early Career Prevention Science Award, Society for Prevention Research, Seattle Washington, 2018

Outstanding Achievement Award (Faculty), Disabled Student Services, University at Albany, Albany, NY, June 2005

Positive Difference Award (Faculty), Disabled Student Services, University at Albany, Albany, NY, July 2005

Appendix C.5

Maurice Vann, PhD

RECOMMENDATION FOR:

APPOINTMENT _____ PROMOTION _____

REAPPOINTMENT _____x_____ REAPPOINTMENT WITH TENURE _____

OTHER (Sabbatical Leave, Designation ECP, etc.) _____

TITLE Assistant Professor DEPARTMENT Social Work

EFFECTIVE DATE _____ SALARY RATE _____

Initial Appointment Date 9/30/2020 Tenure Date _____

HIGHER EDUCATION (in reverse chronological order)

Institution	Dates Attended	Degree & Major	Date Conferred
Graduate Center of CUNY, New York, NY		Doctor of Philosophy in Social Welfare	February 2020
Graduate Center of CUNY, New York, NY		M.Phil. in Social Welfare	June 2016
University of Baltimore		MA in Legal and Ethical Studies	June 2009
University of Baltimore		BA in Jurisprudence/ Pre- law	June 2005

EXPERIENCE (in reverse chronological order)

Teaching (at Lehman and any other institutions)

Institution	Dates	Rank	Department
Graduate Center, City University of New York Social Welfare Doctoral Program- Doctoral Program instructor Appointment	2022- present	<i>Doctoral Program- Doctoral Program instructor Appointment</i>	Social Work
Lehman College, City University of New York, New York, NY Academic Director of Campus Honors	2022- present	<i>Academic Director of Campus Honors</i>	Social Work
Lehman College, City University of New York, New York, NY	2020- present	<i>Full-time Tenure- track Assistant Professor</i>	Social Work

Morgan State University, Baltimore, Maryland	2019–2020	<i>Full-time Contractual Lecturer</i>	Social Work
Lehman College, City University of New York, New York, NY	2019- 2020	<i>Adjunct Lecturer</i>	Social Work

Employment/Others

Employer/ Institution	Dates	Position/ Rank	Department/Unit
Advocates for Children and Youth, Baltimore, MD	2017-2018	<i>Director of Juvenile Justice Policy</i>	Advocates for Children and Youth
Baltimore City Circuit and District Drug Courts, Universal Counseling Services, Baltimore, MD	2011- 2014	<i>Court Assessor</i>	Baltimore City Circuit and District Drug Courts
Housing First Program, Baltimore City Health Care for the Homeless, Baltimore, MD	2010-2011	<i>Substance Abuse Counselor</i>	Housing First Program, Baltimore City Health Care for the Homeless
ML Birch Associates Acupuncture Service, at Baltimore City Detention Center, Baltimore, MD	2004-2011	<i>Acu-Detox Provider</i>	ML Birch Associates Acupuncture Service
Partnership Development Group, Jennifer Rd. Detention Center, Annapolis, MD	2003-2005	<i>Mental Health Case Manager</i>	Partnership Development Group
Harambee Treatment Center, University of Maryland Medical Systems, Baltimore, MD	1999-2003	<i>Research Assistant Interviewer/Tracker, Adolescent, and Adult Substance Abuse Counselor</i>	Harambee Treatment Center

ACADEMIC AND PROFESSIONAL HONORS

(since last personnel action, with dates received, in reverse chronological order)

HRSA 5 - U S Department of Health and Human Services, Bureau of Workforce Division of Nursing and Public Health, Behavioral Health Workforce Education and Training Program for Professionals Grant	2021
2021_NEH Humanities Initiatives Grant - A Public-Facing Program in Leadership for Restorative Justice & Anti-Racism	2021
PSC-CUNY Grant TRADB-52 (2020) - <i>An Individual's and a Family's Burden: How a familial arrest or incarceration can affect a Lehman College student</i>	2020
Lehman Writing Across Curriculum Fellow	2020
Attendee Summer Institute of Computational Social Science Hunter College City University of New York https://compsocialscience.github.io/summer-institute/2018/hunter-nyc/	2018
Dean K Harrison Dissertation Fellowship Graduate Center, City University of New York \$1000	2016
Doctoral Student Research Grant Awardee 9 th Cycle Graduate Center, City University of New York \$900	2015-2016
Shannah Ley Housing Grant Shannah Ley Foundation \$5000	2014-2015
Graduate Assistantship D Graduate Center, City University of New York Full In-State Tuition and \$5000 per year stipend	2013-2015
Dean K Harrison Scholarship Graduate Center, City University of New York \$6000	2013-2014
City University of New York Fellowship Graduate Center, City University of New York \$3000	2013-2015

ACADEMIC AND PROFESSIONAL HONORS

(prior to last personnel action, with dates received, in reverse chronological order)

Dean K Harrison Dissertation Fellowship Graduate Center, City University of New York \$1000	2016
Doctoral Student Research Grant Awardee 9 th Cycle Graduate Center, City University of New York \$900	2015-2016

Shannah Ley Housing Grant Shannah Ley Foundation \$5000	2014-2015
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Graduate Assistantship D Graduate Center, City University of New York Full In-State Tuition and \$5000 per year stipend	2013-2015
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Dean K Harrison Scholarship Graduate Center, City University of New York \$6000	2013-2014
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City University of New York Fellowship Graduate Center, City University of New York \$3000	2013-2015
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PUBLICATIONS/CREATIVE WORKS

(since last personnel action, in reverse chronological order)

Peer-Reviewed

Book Contract

Vann, M. (2021). I need to “Man 'Up” and be accountable: Black male returning citizens and the Freddie Gray Uprising of 2015. *Urban Social Work*.

Vann, M. (2021) *Man Up and Be Accountable: The Freddie Gray Uprising of 2015 and the narratives of returning citizens*. Southern Illinois University Press. Advanced book contract

Vann, M. (2019). Persistence and desistance narratives: understanding the role of correctional and probation officers in reducing recidivism. *Urban Social Work*, 2(2).

PUBLICATIONS / CREATIVE WORKS

(prior to last personnel action, in reverse chronological order)

Chapters in Books

Vann, M., (2022), Rethinking and Reforming American Policing Leadership Challenges and Future Opportunities. *Chapter 2 Protests, Unrest, Community-Based Movements, and Calls for Police Reform in the 21st Century*, Palgrave. P. 31-58.

Vann, M., & Brown, S., (2012), The political economy of prison privatization. In B.E. Price & J.C. Morris (Eds.) *Prison Privatization: The Many Facets of a Controversial Industry* (pp. 143-162.). Santa Barbara, CA: Praeger.

Reports

Vann, M. (2012). The State of Maryland Department of Health and Mental Hygiene and the Maryland Alcohol and Drug Abuse Administration (ADAA) began using one of my Felony Drug Initiative Court Assessments as a model and a training tool for all the court assessors throughout the State of Maryland.

Vann, M. (2010) “*Enduring question: When, if ever, do risks to national security outweigh the public's interest in maintaining a transparent government?*” In American Government. ABC-CLIO, <http://americangovernment2.abc-clio.com/>.

PRESENTATIONS (since last personnel action, in reverse chronological order)

Invited Presentations

Vann, M. (2023, May). Credible Messengers Justice Center (CMJC) Panel. National Assessment Center- 2023 3rd Annual NAC Conference: Responding to Needs and Connecting to Community.

Vann, M. (2023, April). Violence Facing the Black Community. LaGuardia Community College- Black Lives Matter Summit 2023: Uplifting Black Youth Through Community Engagement.

Vann, M. (2023, February). Baltimore, Mass Incarceration & the Black Guerilla Family: Black Women as Protectors and Providers. Women and Gender Studies/ Lehman College- CUNY - Spring Lecture Series.

Vann, M. & George-Moses, C. (2023, January). *The Modern Civil Rights Movement*. Keynote Speakers. Rutgers University School of Social Work 2023 PTL Conference: Bearing the Unbearable: Where Do We Go from Here.

Vann, M. (2022, October). *Evolving Definitions of Masculinity Among Black Men in Baltimore, Maryland*. Women and Gender Studies/ Lehman College- CUNY - Fall Lecture Series.

Vann, M. (2022). *Returning Citizens and the Freddie Gray Uprising of 2015- Book Talk*. Lehman Honors Program/ Friday Forums Research Colloquium.

Vann, M. (2022). *Rights and Responsibilities, A Social Contract for All*. Lehman Department of Social Work Common Day.

Vann, M. (2022). *Incarceration and reentry in New York City*. CLYDE'S - Second Stage Theater- Community Talk Back.

Vann, M. (2021). *A Social Work Call to Arms*. Lehman Department of Social Work Common Day.

Vann, M. (2020). *House Negroes and Field Negroes: The Plantation and Baltimore's Black Butterfly*. Critical race theory and social inquiry. Co-sponsored by Critical Social/Personality and Environmental Psychology, The Public Science Project, Psychology Diversity, Equity,

Inclusion Committee, Social Welfare Antiracism Committee, The Diversity Science Initiative at John Jay College

Vann, M. (2020). *Social Work, Social Action, and Social Inaction: Exploring the Past, Engaging the Present, and Designing the Future*. Lehman College Department of Social Work, Common Day Series.

Vann, M. (2015, October) Baltimore Uprising of 2015. Columbia University, New York, New York.

PRESENTATIONS (prior to last personnel action, in reverse chronological order)

Juried Presentations

Vann, M. (2021). *Law enforcement, returning citizens, and the rise of the Black Guerrilla Family on the streets of Black Baltimore Communities*. National Organization of Forensic Social Work Annual Conference. Virtual.

Vann, M. (2019, May). Credible Messengers and Reentry. Reentry/Entry Symposium: Pedagogy, Programs, and Policies that Support and Sustain Justice-Involved CUNY Students. New York, NY.

Vann, M. (2017, June). Panel discussion: Why we need credible messengers and what they do? Credible Messenger Justice Center Conference. New York, NY.

Vann, M. (2017, July). “Persistence” and “desistance” narratives: Returning citizens and the Freddie Gray Uprising. National Organization of Forensic Social Work Annual Conference. Boston, MA.

Vann, M. (2016, May). A part of the solution: Exploring the transition from persistent offending to desistance. Qualitative Inquiry Psychology Conference. Ramapo, New Jersey.

Vann, M. (2016, June). Civic Engagement and Reentry: Returning Citizens Respond during the Freddie Gray Uprisings. National Organization of Forensic Social Work Annual Conference. Forensic Practice: Courage to Change. New Orleans, LA.

Vann, M. (2015, October) Baltimore Uprising of 2015. Columbia University, New York, New York.

Vann, M. (2014, March), Ex-offender employment, reentry, and recidivism: A critical literature review. City University of New York Prisons Study Group’s Fourth Annual Graduate Student Conference New York, NY.

PH.D. DISSERTATION/THESIS TITLE:

Dissertation: “Persistence” and “Desistance” Narratives-Returning Citizens and the Freddie Gray Uprising of 2015

UNPUBLISHED WORK

Vann, M. Distrust in the state: Persistence as a “rational choice.”

GRANTS

Current

Principal Investigator and Founder of Lehman's Educational Achievement Program (LEAP). Developed through a collaborative effort between Lehman College and the New York City Department of Probation (DOP), LEAP offers in-person and vital educational opportunities, tutoring, and mentoring to at-risk youth and those involved with the DOP.

2024-current

Principal Investigator. Evaluation of Street-Smart Options VR (Virtual Reality) Program. The Street-Smart Options VR program is a virtual reality training platform designed to prepare at-risk adolescents for de-escalating high-stress situations in their communities. The program is implemented by the New York City Department of Probation (NYC DOP) with the aim of reducing juvenile delinquency and enhancing community safety.
2024-current

Principal Investigator. Credible Messengers Justice Center Research Grant. \$1.9 million annual Credible Messengers research grant through the New York City Department of Probation in coordination with the Graduate School and University Center of the City University of New York.
2022- 2023

CUNY Black, Race, and Ethnic Studies Initiative (BRESI) for the Use of Virtual Reality and Simulation Technology to address anti-racism and associated skill building in social work students (Project UVR-SAS), This project is funded by the CUNY Black, Race, and Ethnic Studies Initiative (BRESI).
2022

PSC-CUNY Grant TRADB-53 -An Individual's and a Family's Burden: How a familial arrest or incarceration can affect a Lehman College Student
2022

HRSA 5 - U S Department of Health and Human Services, Bureau of Workforce Division of Nursing and Public Health, Behavioral Health Workforce Education and Training Program for Professionals Grant
2021

Applied but not funded

2021_NEH Humanities Initiatives Grant - A Public-Facing Program in Leadership for Restorative Justice & Anti-Racism
2021

PSC-CUNY Grant TRADB-52 (2020) - *An Individual's and a Family's Burden: How a familial arrest or incarceration can affect a Lehman College student*
2020

SERVICE TO DEPARTMENT

Chairperson-Lehman College Department of Social Work Common Research Curriculum Committee
2021- present

Lehman College Department of Social Work Common Day Planning Committee
2021 & 2020

SERVICE TO LEHMAN COLLEGE

Academic Director of Lehman's honors programs
2022-present

Lehman College Campus Life and Facilities Committee Member
2022- 2024

Lehman College Senate Member
2021- 2024

Reentry@Lehman - Lehman College Reentry Taskforce Committee Member
2020-present

SERVICE TO CUNY

CUNY Graduate Center Ph.D. in Social Welfare Admissions Committee 2022- present

CUNY Social Welfare Doctoral Program Committee on Anti-Black Racism and Liberatory Transformations
2020-present

Urban Male Leadership Program/ Black Males Initiative
Advisory Board Member 2020-present

SERVICE TO THE PROFESSION

Council on Social Work Education Journal- International Board Member 2020-present

Urban Social Work Journal - Editorial Board Member 2019-present

COMMUNITY SERVICE

Artistic Noise, New York, NY - As a board member, I assisted with fundraising and promotional efforts for the organization 2016-2018

MEND (Moving Ex-offenders in New Directions) Baltimore, MD As a board member, I assisted with fundraising and promotional efforts for the organization. 2013-2019

TEACHING

COURSES TAUGHT

Course Code	Course Title	Semester First Taught	Lehman or GC (Graduate Center)
SWK 646-HA81 (45570)	Social Work Research I	Spring 2024	Lehman
SWK 446-R301 (47844)	Social Work Research	Fall 2022	Lehman
LSP 481 (56331.02)	Honors Tutorial	Spring 2023	Lehman
SWK 239 (53922.S01)	Social Welfare Institutions	Spring 2023	Lehman
SWK 745 (54405.HA83)	Social Welfare Policy Practice	Spring 2023	Lehman
SWK 239-R301 (55219)	Social Welfare Institutions	Fall 2022	Lehman
SWK 443-XH81 (55224)	Social Welfare Policy	Fall 2022	Lehman
SWK 443-01 (57749)	Social Welfare Policy	Spring 2022	Lehman
LSP 353-A02 (54719)	Hnrs Seminar-Social Sciences	Fall 2021	Lehman
SWK 239-S01 (47217)	Social Welfare Institutions	Fall 2021	Lehman
SWK 443-S02 (60806)	Social Welfare Policy	Fall 2021	Lehman
SWK 351-S01A (10073)	Theor Persp of Substance Abuse	Summer 2021	Lehman
SWK 692-S81C (10097)	Social Work Substance Abuse	Summer 2021	Lehman
SWK 239-A02 (56046)	Social Welfare Institutions	Spring 2021	Lehman
SWK 446-A02 (56227)	Social Work Research	Spring 2021	Lehman
SWK 239-A01 (53571)	Social Welfare Institutions	Fall 2020	Lehman
SWK 443-A01 (53795)	Social Welfare Policy	Fall 2020	Lehman
SWK 747-A04 (53972)	Social Work Research II	Fall 2020	Lehman
SWK 251-A81A (10122)	Substance Abuse& Urban Society	Summer 2021	Lehman
SWK 239-01 (55974)	Social Welfare Institutions	Spring 2021	Lehman
SWK 446-Q01 (56078)	Social Work Research	Spring 2021	Lehman
SWK 745-H83 (56191)	Social Welfare Policy Practice	Spring 2021	Lehman
SWK 239-01 (54126)	Social Welfare Institutions	Fall 2019	Lehman

SWK 446-XT81 (54208)	Social Work Research	Fall 2019	Lehman
SWK 239-01 (53972)	Social Welfare Institutions	Spring 2019	Lehman
SWK 446-Q01 (54046)	Social Work Research	Spring 2019	Lehman
SSW 75100-08 (25052)	Social Work Research I (Research)	Fall 2018	Hunter
SSW 75100-25 (24926)	Social Work Research I (Research)	Fall 2018	Hunter
SSW 75100-23 (34901)	Social Work Research I (Research)	Fall 2017	Hunter
SSW 75100-17 (11039)	Social Work Research I (Research)	Fall 2017	Hunter
SSW 75100-14 (11036)	Social Work Research I (Research)	Fall 2017	Hunter
SSW 75200-18 (1502)	Social Work Research 2 (Research)	Spring 2017	Hunter
SSW 75200-17 (1432)	Social Work Research 2 (Research)	Spring 2017	Hunter
SSW 75200-14 (1429)	Social Work Research 2 (Research)	Spring 2017	Hunter
SSW 75100-17 (8632)	Social Work Research I (Research)	Fall 2016	Hunter
SSW 75200-12 (14409)	Social Work Research 2 (Research)	Spring 2016	Hunter
SSW 75100-05 (9449)	Social Work Research I (Research)	Fall 2015	Hunter
SSW 79140-01 (6158)	Social Work the Criminal Just	Spring 2015	Hunter
SSW 79140-01 (10096)	Social Work the Criminal Just	Spring 2014	Hunter

STUDENT EVALUATIONS (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)

Course	Semester	SETL 5.1 mean	SETL 5.1 median	SETL 5.2 mean	SETL 5.2 median	Number of responses
LSP_353_A02_1219 - #54719 - Hnrs Seminar-Social Sciences	Fall 2021	1	1	1	1	1
SWK_239_S01_1219 - #47217 - Social Welfare Institutions.	Fall 2021	2.6	2.5	2	1.5	10
SWK_443_S02_1219 - #60806 - Social Welfare Policy.	Fall 2021	1.1	1	1.1	1	10
SWK_239_R301_1229 - #55219 - Social Welfare Institutions.	Fall 2022	1.14	1	1.14	1	7
SWK_443_XH81_1229 - #55224 - Social Welfare Policy.	Fall 2022	1.17	1	1.33	1	6
SWK_443_01_1222 - #57749 - Social Welfare Policy.	Spring 2023	1.11	1	1.33	1	9
SWK 446 R301 Social Work Research	Fall 2023	1.11	1	1.33	1	9

Appendix C.6

Mohan Vinjamuri, Ph.D., MSW, M.A.
Lehman College, Department of Social Work
City University of New York
250 Bedford Park Blvd. West
Bronx, NY 10468
Phone: (347) 249-1059
Email: mohan.vinjamuri@lehman.cuny.edu

EDUCATION

The Graduate Center, City University of New York, PhD, Social Welfare, 2012
Dissertation: *Being with Difference: Parenting Experiences of Gay Adoptive Fathers*
Chair: Dr. Mimi Abramovitz
Hunter College School of Social Work, City University of New York, MSW, 2002
Teachers College, Columbia University, M.A. Educational Psychology, 1999
University of Virginia, B.S., Aerospace Engineering, 1990

TEACHING EXPERIENCE

Associate Professor, Lehman College Department of Social Work, CUNY, 2013-present
Human Behavior in the Social Environment I and II (undergraduate and graduate)
Social Work with LGBT Individuals and Families (undergraduate and graduate)
Social Work Research I (undergraduate and graduate)
Social Work Research II (graduate)
Generalist Social Work Practice I and II (graduate)
Fieldwork Seminar I and II (undergraduate)
Social Welfare Policy (undergraduate)

Adjunct Assistant Professor, Lehman College Department of Social Work, CUNY, 2013
Social Work Research II (graduate)

Adjunct Lecturer, Hunter College School of Social Work, CUNY, 2007-2011
Social Work Research I and II (graduate)
Human Behavior and the Social Environment I and II (graduate)

CURRICULUM DEVELOPMENT

Social Work Practice, Lehman College Department of Social Work
Curriculum Chair
Social Work Research I, Lehman College Department of Social Work
Developed undergraduate required research course; revising assignments, assessments, and syllabus.
Social Work Research II, Lehman College Department of Social Work
Revised curriculum, syllabus, assignments, and assessments
Social Work with LGBT Individuals & Families, Lehman College Department of Social Work
Co-developed curriculum, syllabus, assignments, and assessments for graduate practice elective

Human Behavior in the Social Environment I&II, Lehman College Department of Social Work
Revised curriculum, syllabus, assignments, and assessments
Generalist Social Work Practice I & II, Lehman College Department of Social Work
Revised curriculum, syllabus, assignments, and assessments
Fieldwork Seminar I & II, Lehman College Department of Social Work
Revised curriculum, assignments and syllabus; integrated substance abuse screening and brief intervention protocol (SBIRT).
Social Work Research I & II, Hunter College School of Social Work
Co-developed graduate course on social work research and evidence-based practice integrating group-based learning

LEADERSHIP EXPERIENCE

President, New York State Social Work Education Association, 2019-2023.

TEACHING INTERESTS

Social work practice
Social work research methods
Evidence-based practice
Culturally responsive social work with LGBTQ communities
Qualitative research
Reflective journaling in teaching
Integrating micro and macro social work

RESEARCH

Co-primary Investigator, Intergenerational exploration of individual and community risk, resilience and future planning among LGBTQ participants. Lehman College, 2017-2018. (Funded).

Primary Investigator, Qualitative study investigating graduate social work students' use of reflective journal writing in learning about LGBT populations. Lehman College, 2016-2017. (Funded).

Co-primary Investigator, Phenomenological study exploring graduate social work students' experiences of racial/ethnic concordance and discordance in practitioner-client relationships. Lehman College, 2015-2017.

Primary Investigator, Qualitative study investigating graduate social work students' learning experiences in a course on social work with LGBT populations. Lehman College, 2014-2016.

Co-primary Investigator, Qualitative study evaluating dissemination and implementation of evidence-based substance abuse screening and brief intervention (SBIRT) into student fieldwork placements. Lehman College, 2016. (Funded).

Co-primary Investigator, Qualitative study exploring use of reflective diaries in teaching MSW students skills for practice-based social work research. Lehman College, 2016.

Primary Investigator (dissertation), Phenomenological study exploring parenting experiences of gay adoptive fathers. The Graduate Center - CUNY, 2012. (Funded).

RESEARCH INTERESTS

Social work pedagogy
Transformative classroom environments
Social work practice with LGBTQ communities
Families with LGBTQ parents
Intergenerational social work practice
LGBTQ young adults
Teaching and implementing evidence based practices

GRANTS AND AWARDS

Global Ideas for U.S. Solutions Grant, 2017-2018. Awarded by Robert Wood Johnson Foundation. Intergenerational LGBTQ practice: Building bridges to a better future. (\$180,000)

PSC-CUNY Research Award (Cycle 47), 2016-17. Awarded by Research Foundation of The City University of New York. Bridging generations among different cohorts of LGBTQ New Yorkers: Understanding risk, resiliency, and expectations about the future. (\$5595)

Shuster Award Program, 2016-17. Awarded by the George N. Shuster Fellowship Fund. The Personal and Professional Journeys of Graduate Social Work Students in a Course on Social Work with LGBT Populations. (\$4000)

Faculty Fellowship Publication Program Award, 2015. Awarded by Office of Recruitment and Diversity, City University of New York.

Doctoral Student Research Grant, 2011-12. Awarded by The Graduate Center, City University of New York. Turning Friction into Traction: Gay Adoptive Fathers in a Heteronormative Society.

PSC-CUNY Research Award, 2010-11. Awarded by Research Foundation of The City University of New York. A Study of Knowledge, Utilization, and Attitudes toward Evidence-Based Practice in Social Work Agencies.

Doctoral Student Research Grant, 2009-10. Awarded by The Graduate Center, City University of New York. Practice Relationships between Child Welfare Workers and Older Adolescents in Foster Care.

PUBLICATIONS

Vinjamuri, M. (2019). Families and parenting. In C. L. Dente (Ed.), *Social work practice with LGBTQIA populations*. New York: Routledge.

Vinjamuri, M., Ogden, L.P., & Kahn, J.M. (2018). Student, faculty, and field instructor approaches to SBIRT implementation: Implications for model fidelity. *Advances in Social Work*, 18(4), 1218-1236.

Greenberg, J.P., **Vinjamuri, M.**, Williams-Gray, B., & Senreich, E. (2018). Shining the light on intersectionality: The complexities of similarity and difference in the therapeutic process from the perspectives of Black and Hispanic social workers. *Smith College Studies in Social Work*, 88(1), 59-81.

Burghardt, S., DeSuze, K., Lausell-Bryant, L., & **Vinjamuri, M.** (2017). *A Guide for Sustaining Conversations on Racism, Identity and Our Mutual Humanity*. San Diego, CA: Cognella Academic Publishing.

Vinjamuri, M. K., Warde, B., & Kolb, P. (2017). The reflective diary: An experiential tool for enhancing social work students' research learning. *Social Work Education – The International Journal*, <http://dx.doi.org/10.1080/02615479.2017.1362379>.

Vinjamuri, M. K. (2017). Using reflection and dialogue to prepare social work students for practice with LGBT populations: An emerging pedagogical model. *Journal of Gay & Lesbian Social Services*, 29(2), 144-166.

Vinjamuri, M. K. (2017). Gay fathers: Forging new relationships in changing times. In C. Mazza and A. R. Perry (Eds.), *Fatherhood in America: Social Work Perspectives on a Changing Society*. Springfield, IL: Charles C. Thomas Publishers.

McGovern, J., & **Vinjamuri, M. K.** (2016). Intergenerational practice with different LGBTQ cohorts: A strengths-based, affirmative approach to increasing wellbeing. *The International Journal of Diverse Identities*, 16(3), 11-20.

Ogden, L., **Vinjamuri, M. K.**, & Kahn, J. (2016). A model for implementing an evidence-based practice in student fieldwork placements: Barriers and facilitators to the use of “SBIRT.” *Journal of Social Service Research*, DOI:10.1080/01488376.2016.1182097.

Vinjamuri, M. K. (2016). “It’s so important to talk and talk: How gay adoptive fathers respond to their children’s encounters with heteronormativity. *Fathering: A Journal of Research, Theory, and Practice about Men as Fathers*, 13(3), 245-270.

Vinjamuri, M. K. (2015). Reminders of heteronormativity: Gay adoptive fathers navigating uninvited social interactions. *Family Relations*, 64, 263-277.

Steinberg, D. M., & **Vinjamuri, M. K.** (2014). Activating adult-learning principles through small groups in preparing social work students to achieve CSWE research competencies. *Journal of Teaching in Social Work*, 34(4), 363-383.

Vinjamuri, M. K. (2014). Think local, act global: A case example of 21st century macro practice through the power of social networking. In S. Burghardt, *Macro practice for social work in the 21st century: Bridging the macro-micro divide, 2nd edition*. Thousand Oaks, CA: Sage Publications.

Vinjamuri, M. K. (2014). Co-creating culture through relationship with individuals of Asian Indian origin. In J. B. Rosenberger (Ed.), *Relational social work practice with diverse populations*. New York: Springer.

Krishna, M. V. (2011)¹. Think local, act global: A case example of 21st century macro practice through the power of social networking. In S. Burghardt, *Macro practice in the 21st century: Grass roots organizers, front-line supervisors, community-based executives and the challenge of social justice*. Thousand Oaks, CA: Sage Publications.

¹ Published under former name, Mohan V. Krishna

Krishna, M. V. (2009). Expanding our vision in child welfare: Child neglect from a structural violence perspective. *Perspectives on Social Work*, 7(2), 13-17.

MANUSCRIPTS IN PREPARATION

Vinjamuri, M. Teaching with Kindness: A Call to Higher Education (book proposal).

Vinjamuri, M. Moving beyond “bridging” micro and macro: Integrating different ways of thinking, feeling and being in social work practice and education.

Kotzin, S., & Vinjamuri, M. It’s more than a massage: Self-care as an integral part of the fight for educational equity.

Murray, M., & Vinjamuri, M. Being vulnerable together: Theory as a bridge to empathic connection in and beyond the social work classroom.

PEER REVIEWED CONFERENCE PRESENTATIONS

Lausell-Bryant, L., **Vinjamuri, M.**, & Burghardt, S. (2022, 20 October). Don’t Call Me a Racist! Replacing Fear Through Authentic Conversations on Racism. Roundtable at New York State Social Work Education Association 49th Annual Conference. Saratoga Springs, NY.

Lausell-Bryant, L., **Vinjamuri, M.**, & Burghardt, S. (2021, 16 April). Reflections on Being a Facilitator of Conversations on Racism. CUNY Faculty Diversity and Inclusion Conference. New York, NY.

Dente, C., Meyer, K., & **Vinjamuri, M.** (2019, 16 March). #personalispolitical #LGBTQIAP+: Calling for Social Justice When the Issue Hits Home. Workshop at 36th Annual Conference of The Association of Baccalaureate Social Work Program Directors. Jacksonville, FL.

Senreich, E., & **Vinjamuri, M.** (2018, 11 November). Black and Latino Social Workers’ Experiences of Similarities/Differences in Worker-Client Relationships. Paper Presentation at 2018 Annual Program Meeting of the Council on Social Work Education. Orlando, FL.

Ogden, L.P., **Vinjamuri, M.**, & Kahn, J.M. (2018, 10 November). Implementing SBIRT into Social Work Fieldwork Placements: A Multi-Year Qualitative Evaluation. Paper Presentation at 2018 Annual Program Meeting of the Council on Social Work Education. Orlando, FL.

Vinjamuri, M., Burghardt, S., Lausell-Bryant, L., & DeSuze, K. (2018, 8 November). Sustaining Classroom Conversations on Racism, Identity, and Our Mutual Humanity. Workshop at Teaching Institute for Early Career Faculty, 2018 Annual Program Meeting of the Council on Social Work Education. Orlando, FL.

Vinjamuri, M., McGovern, J., & Bailey, A. (2018, 4 October). Looking Back, Reaching Forward: Intergenerational Social Work Practice with LGBTQ Communities. Paper Presentation at The New York State Social Work Education Association 51th Annual Conference. Saratoga Springs, NY.

McGovern, J., **Vinjamuri, M.**, Sloan, L., & Hall, P. (2018, 20 September). Intergenerational LGBT Practice: Building Bridges to Wellness. Paper Presentation at Eighth International Conference on Health, Wellness and Society and the Health, Wellness and Society Research Network. London, UK.

Vinjamuri, M., & Johnston, C. (2017, 21 October). Using Reflective Journaling to Support Professional Growth in Practice with LGBTQ Communities. Interactive Workshop at 2017 Annual Program Meeting of the Council on Social Work Education. Dallas, TX.

Vinjamuri, M. (2017, 5 October). Moving Beyond “Bridging” Micro and Macro: Integrating Different Ways of Thinking, Feeling and Being in Social Work Practice and Education. Presentation at The New York State Social Work Education Association 50th Annual Conference.

Vinjamuri, M., McGovern, J., & Rojas Mena, L. (2017, 22 July). Intergenerational Practice with LGBTQ Older Adults: Promoting Mental Health Wellness Across Age Groups. Poster Presentation at National Hartford Center of Gerontological Nursing Excellence (NHCGNE) Interdisciplinary Leadership Conference. San Francisco, CA.

Lausell Bryant, L., Burghardt, S., DeSuze, K., & **Vinjamuri, M.** (2017, 9 June). The Courage to Unveil: Sustaining Conversations in Turbulent Times. Interactive Workshop at 39th Annual Symposium, International Association for Social Work with Groups. New York, NY.

Vinjamuri, M., & Kahn, J. (2017, 18 April). A Model for Implementing an Evidence-Based Practice in Real-World Settings. Social Work in the City: Challenges, Uncertainty, and New Opportunities. National Association of Social Workers, NYC Chapter. New York, NY

McGovern, J., **Vinjamuri, M.,** & Rojas-Mena, L. (2017, 31 March). Challenging the Intersection of Ageism and Heterosexism in the Classroom: Pedagogical Strategies. CUNY at the Crossroads: Diversity and Intersectionality in Action. CUNY Faculty Diversity and Inclusion Conference 2017. New York, NY.

Vinjamuri, M. (2016, 4 November). Silence, Voice and Reflection in the Roads to Parenthood for Gay Adoptive Fathers. 2016 Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Vinjamuri, M., & Kahn, J. (2016, 6 October). Implementing an Evidence-Based Practice: Barriers and Facilitators in the Classroom and in the Field. New York State Social Work Education Association 49th Annual Conference. Saratoga Springs, NY.

Greenberg, J., **Vinjamuri, M.,** & Williams-Gray, B. (2016, 6 October). Shining the Light on Intersectionality: The Complexities of Similarities and Differences in the Therapeutic Process from the Perspective of Black and Hispanic Social Workers. New York State Social Work Education Association 49th Annual Conference. Saratoga Springs, NY.

Brown, D., Warde, B., **Vinjamuri, M.,** Holloway, D., Cris, M., Brown, J., & Lyons, A. (2016, 5 October). The Triple Threat Faced by African-American Men and Boys. Panel Presentation at “In My Mind: Recognizing, Articulating and Meeting Our Needs”: A LGBT People of Color Mental Health Conference. New York, NY.

Vinjamuri, M. (2016, 4 November). Silence, Voice and Reflection in the Roads to Parenthood for Gay Adoptive Fathers. 2016 Annual Program Meeting of the Council on Social Work Education. Atlanta, GA.

Vinjamuri, M. (2016, 3 April). ‘It’s So Important to Talk and Talk’: How Gay Adoptive Fathers

Respond to Their Children's Encounters with Heteronormativity. American Men's Studies Association 24th Annual Interdisciplinary Conference. Ann Arbor, MI.

Vinjamuri, M., Monk, J., Williams-Gray, B., & Mazza, C. (2016, 13 January). Understanding and Providing Support for Specialized College Populations Often Marginalized. Roundtable at 2016 Annual MetroCounseling Conference. Bronx, NY.

Vinjamuri, M. K. (2015, 19 November). Silence in Social Work: Instrument of Oppression and Tool for Empowerment. New York State Social Work Education Association 48th Annual Conference. Saratoga Springs, NY.

McGovern, J., & **Vinjamuri, M. K.** (2015, 6 November). Intergenerational Practice: A Strengths-Based Affirmative Approach to Increasing Wellbeing across Different LGBTQ Cohorts. Aging & Society Fifth Interdisciplinary Conference. Washington, D.C.

Vinjamuri, M. K. (2015, 16 October). Promoting Reflective Dialogue: Preparing Social Work Students for Practice with LGBT Populations. 2015 Annual Program Meeting of the Council on Social Work Education

Kahn, J., Ogden, L., & **Vinjamuri, M. K.** (2015, 16 October). Using "SBIRT": How students approach evidence-based material and assimilate it into practice. 2015 Annual Program Meeting of the Council on Social Work Education.

Vinjamuri, M. K. (2015, 20 March). Promoting Reflective Dialogue about Sexual Orientation and Gender Identity. Presentation at CUNY 2015 Faculty and Diversity Inclusion Conference. New York, NY.

Mazza, C., **Vinjamuri, M. K.**, Greene, D., & Brown, M. (2015, 7 March). We're Fathers Too: Working with "Other" Fathers. Presentation at International Conference on Masculinities: Engaging Men and Boys for Gender Equality. Center for the Study of Men and Masculinities. New York, NY.

Vinjamuri, M. K. (2015, 5 March). Educating Social Work Students for Practice with LGBT Populations. Presentation at "Social Work: Educating the Masses": 32nd Annual BPD Conference, The Association of Baccalaureate Social Work Program Directors. Kansas City, MO.

Vinjamuri, M. K. (2014, 9 October). Creating a Space for Dialogue and Reflection: Preparing MSW Students for Practice with LGBT Populations. Presentation at Paths to Wellness: Innovative Strategies with Individuals, Families and Communities: New York State Social Work Education Association 47th Annual Conference. Saratoga Springs, NY.

Vinjamuri, M. K., Kolb, P., & Warde, B. (2013, 10 October). Gazing Inwards to Reach Outwards: The Use of Reflective Diaries in an MSW Research Methods Course. Presentation at New York State Social Work Education Association 46th Annual Conference. Saratoga Springs, NY.

Vinjamuri, M. K., & Benson, A. (2013, 8 June). Daddy, Papa and Me: What Gay Fathers Can Teach Us about Affirming Practice with LGBT Families. Presentation at American Family Therapy Academy Annual Meeting and Open Conference. Chicago, IL.

Vinjamuri, M. K. (2013, 20 January). It's So Important to Talk and Talk: Gay Fathers and the Complexities of Difference. Oral Paper at 2013 Annual Conference of the Society for Social Work and Research. San Diego, CA.

Vinjamuri, M. K. (2012, 11 November). Wait a Second, Where's Mommy? Parenting Experiences of Gay Adoptive Fathers. Poster Presentation at Social Work: A Capital Venture - 58th Annual Program Meeting of the Council on Social Work Education. Washington, D. C.

Vinjamuri, M. K. (2012, 11 October). What Gay Adoptive Fathers Can Teach Us About Being with Difference. Oral Presentation at New York State Social Work Education Association 45th Annual Conference. Saratoga Springs, NY.

Steinberg, D. M., & **Krishna, M. V.** (2011, 3 June). Using Small Groups in the Classroom to Help Students to Integrate Research into Social Work Practice. Presentation at 33rd Annual International Symposium of the Association for the Advancement of Social Work with Groups. Long Beach, CA.

Krishna, M. V. (2011, 23 May). Turning Friction into Traction: Gay Adoptive Fathers in a Heteronormative Society. Presentation at Unsettling Feminism(s): Disrupting the Center, Dismantling Oppressions, Transforming Society. University of Illinois at Chicago. Chicago, IL.

Krishna, M. V., & Frank, B. (2011, 9 April). Emerging Issues for Gay Dads. Presentation at 2011 Pride and Joy Families Weekend Conference. Rochester, NY.

Steinberg, D. M., & **Krishna, M. V.** (2010, 8 October). Helping Students to Bridge Research and Practice: An Alternate-Format Research Course. Curriculum Workshop at Promoting Sustainability in Social Work – 56th Annual Program Meeting of the Council on Social Work Education. Portland, OR.

Krishna, M. V. (2009, 6 November). Broadening Research on Families Headed by Gay and Lesbian Parents: A Relational Cultural Lens. Paper presented at The Praxis of Feminist Pedagogy - 3rd Feminist Pedagogy Conference. The Graduate Center - City University of New York. New York, NY.

Krishna, M. V. (2008, 27 March). The Personal is Social: What Children Adopted by Gay Men Can Teach Us About Families and the Politics of Difference. Presentation at 4th Annual University of Houston Graduate College of Social Work Doctoral Student Symposium. Houston, TX.

PROFESSIONAL PRESENTATIONS (INVITED)

Vinjamuri, M. & Downing, M. J. (2022, 23 March). Dialoguing about Sexuality and Gender: An Application of the W.H.O.L.E. Framework. Workshop for CUNY Institute for Health Equity.

Vinjamuri, M., & Benson, A. (2017, 17 November). Working with Families with Same Sex Parents: Applying a "Family-in-Environment" Perspective. Continuing Education Seminar. Lehman College. Bronx, NY

Vinjamuri, M. (2017, 16 November). Responding to Anti-LGBT Microaggressions on Campus. Presentation at Safe Space Workshop. Bronx Community College. Bronx, NY.

Vinjamuri, M. (2017, 2 March). Intergenerational Social Work Practice with LGBT Clients:

Strengthening Communities, Improving Outcomes. Presentation at Symposium on LGBTQ Aging. LGBT Social Science and Public Policy Center, Hunter College. New York, NY.

Vinjamuri, M. (2016, 14 December). Working with Families with Same Sex Parents: Applying a “Family-in-Environment” Perspective. Professional Development Presentation. Bronx-Lebanon Hospital. Bronx, NY.

Vinjamuri, M. (2016, 1 December). Social Work Practice with Lesbian, Gay, Bisexual, Transgender, and Questioning Adolescents and Emerging Adults: Being in the Crossroads. Continuing Education Seminar. Lehman College. Bronx, NY.

Vinjamuri, M. (2016, 16 March). Creating Safe Spaces for Change: LGBTQ Affirming Environments in Agency Settings. Presentation for Social Work Month. Bronx Lebanon Hospital. Bronx, NY.

Vinjamuri, M. (2016, 13 January). What Can It Mean to Move Beyond Resilience? Keynote Address for 2016 Annual Metro Counseling Conference. Lehman College. Bronx, NY.

Vinjamuri, M. (2015, 8 December). Social Work Practice with Lesbian, Gay, Bisexual, Transgender, and Questioning Adolescents and Emerging Adults: Being in the Crossroads. Continuing Education Seminar. Lehman College. Bronx, NY.

Vinjamuri, M. (2015, 14 October). Coming Out and Change: We are All Teachers and Learners. Keynote Address for Lehman College National Coming Out Day Celebration. Lehman College. Bronx, NY.

Vinjamuri, M. (2015, 28 April). Being in the Crossroads: Strengths-Based Social Work Practice with LGBTQ Adolescents and Their Families. Presentation for Lehman College Fieldwork Instructors. Lehman College. Bronx, NY.

Krishna, M. V. (2011, 27 April). Think Local, Act Global: A Case Example of 21st Century Macro Practice Through the Power of Social Networking. Presentation for Hunter College School of Social Work Community Organizing students, faculty and field instructors. Hunter College School of Social Work. New York, NY.

Krishna, M. V. (2010, 17 February). Growing Together: Supporting Adolescents as They Explore Their Sexuality. Presentation for the National Alliance on Mental Illness of New York City. New York, NY.

Krishna, M. V. (2009, 29 January). The (Mis)Education of LGBTQ Youth: A Forum on Safe Schools for LGBTQ Youth. Panel presentation sponsored by Educational Justice Coalition and University of Pennsylvania LGBT Center. Philadelphia PA.

Krishna, M. V. (2007, 14 May). The “Use of Self” in the Therapeutic Process with Adolescents in Care. Workshop presented at National Pathways to Adulthood Independent Living and Transitional Living Conference, University of Oklahoma National Child Welfare Resource Center for Youth Development. Minneapolis, MN.

SERVICE TO THE DEPARTMENT

- Chair, Research Subcommittee, Council on Social Work Education Reaccreditation, 2017-present
- Graduate Social Work Practice Curriculum Committee, Chair, February 2016-present
- Undergraduate Social Work Research Curriculum Committee, 2015-present
- Undergraduate and Graduate Human Behavior in the Social Environment Curriculum Committee, Chair, 2014-2015.
- Committee for the Development of the DSW Degree, 2015-present.
- Graduate Social Work Program Grade Appeals Committee, 2015.
- Graduate Social Work Program Policy Committee, 2015-present
- Substance Abuse and Mental Health Services Training Grant (SBIRT) Evaluation Committee, 2013-present.
- Middle States Evaluation Committee, 2014-present.
- Graduate Social Work Program application reviewer, 2015-present.
- Undergraduate Social Work Program application reviewer, 2015-present.

SERVICE TO THE COLLEGE

- Lehman College Middle States Evaluation Steering Committee Working Group, May 2016-present.
- Academic Freedom Committee, 2016-present.
- School of Health Sciences, Human Services and Nursing Curriculum Committee, 2014-15, 2018-present
- Lehman College Faculty Senate Alternate Member, 2014-15.

SERVICE TO THE PROFESSION

- **President**, New York State Social Work Education Association
- **Course developer and instructor**, Lehman College Continuing Education Program, Social Work Practice with Lesbian, Gay, Bisexual, Transgender, and Questioning Adolescents and Emerging Adults: Being in the Crossroads, 2015.
- **Associate Editor**, *International Journal of Aging and Society*, 2016; *Gender & Society*, 2016; *Journal of Social Work Education*, 2019
- **Conference proposal reviewer**, The Association of Baccalaureate Social Work Program Directors, 2015.
- **Conference proposal reviewer**, Council on Social Work Education, 2016-present
- **Member**, Council on Social Work Education Commission on Research

PRACTICE EXPERIENCE

Project Evaluator, 2010-11

LGBT Foster Care Project

Lesbian, Gay, Bisexual, & Transgender Community Center, NYC

Program Consultant and Trainer, 2007-13

Clients include: Adolescent Services Resource Network, Children's Aid Society, Children's Village, Edwin Gould Services for Children and Families, Harlem Children's Zone, Interfaith Medical Center,

Leadership Transformation Group. *Training topics include:* motivational interviewing; LGBTQ affirming practice; educational needs of adolescents in foster care; youth-adult partnerships; staff wellness

Educational Coordinator, 2005-07

Green Chimneys Children's Services, New York, NY

Residential Therapist, June - Dec 2004

The Bridge, Philadelphia Health Management Corporation, Philadelphia, PA

Prevention Case Manager, 2003-04

The Children's Hospital of Philadelphia, Adolescent HIV Initiative, Philadelphia, PA

Foster Care/Adoption Social Worker, 2002-03

New Alternatives for Children, Inc., New York, NY

Family Therapist (internship), 2001-02

Ackerman Institute for the Family, New York, NY

Foster Care/Adoption Social Worker (internship), 2000-01

Jewish Child Care Association, New York, NY

Mathematics Teacher, 1999-2000

Hunter College High School, New York, NY

Chair, Mathematics Department, 1998-99

Flint Hill School, Oakton VA

Mathematics Teacher, 1991-98

Flint Hill School, Oakton VA

PROFESSIONAL ORGANIZATIONS

- Society for Social Work and Research
- Council on Social Work Education
- National Association of Social Workers
- American Men's Studies Association
- Aging & Society

Appendix C.7

Bryan Warde, PhD, LCSW

250 Bedford Park Blvd West, Bronx, NY 10465

TEACHING EXPERIENCE

Lehman College, CUNY
Social Work Department
Professor

September 2005–Present

Courses Taught:

Undergraduate

SWK 237 Introduction to Social Work
SWK 239 Social Welfare Institutions
SWK 312 Social Work Practice II
SWK 440 Practicum Seminar I
SWK 470 Practicum I
SWK 441 Practicum Seminar II
SWK 471 Practicum II

Graduate

SWK 611 Generalist Social Work Practice I
SWK 612 Generalist Social Work Practice II
SWK 643 Social Welfare Policy Analysis
SWK639 Social Welfare Institutions and Programs
SWK 713 Advanced Practice in the Urban Environment I
SWK 714 Advanced Practice in the Urban Environment II
SWK 727 Supervision in Agency-Based Practice
SWK 729 Administration in Urban Agencies
SWK 745 Social Welfare Policy Practice
SWK 747 Social Work Research II
SWK 773 Practicum and Seminar III
SWK 774 Practicum and Seminar IV

CUNY Graduate Center
Social Welfare Ph.D. Program
Professor

September 2018–Present

Course Taught

SSW71100 Social Welfare Policy and Planning II

N Y U
School of Social Work
New York, NY
Adjunct Lecturer

January 2006–May 2006

Course Taught

Social Welfare Policy and Programs I

Hunter College
School of Social
Work, CUNY
Adjunct Lecturer

July 2003–June 2005

Course Taught

SSW 74500 Supervision in Social Work

The Ackerman
Institute for the
Family,
New York, NY
Post Master's
Training Program
Instructor

August 1998–August 2001

Course Taught

Foundations of Family Therapy

PROFESSIONAL EXPERIENCE

**Lakeside Family & Children's
Services, Jamaica, NY**

December 1993 to April 2005

Director of Foster Care & Adoption

March 2000–April 2005

Director of Foster Care

February 1996 to February 2000

Senior Supervisor

July 1994 to February 1996

Foster Care Unit Supervisor

December 1993–June 1994

**Catholic Home Bureau
New York, NY**

September 1989–November 1993

Foster Care Unit Supervisor
Caseworker

June 1993–November 1993
September 1991–May 1993

Casework Assistant

October 1989–August 1991

Clinical Practice (Part Time)

Safe Space, Queens, NY
Psychotherapist

June 1999–December 2003

Beverly Mack-Harry
Brooklyn, NY
In-Home Psychotherapists

June 1993–October 1998

EDUCATION

The Graduate Center
(CUNY), New York, NY
Ph.D. Social Welfare

October 2005

Columbia University
Graduate School of
Social Work, New York, NY
M.S. Social Work

October 1993

York College, CUNY
Queens, NY
B.S. Social Work
(Magna cum Laude)

June 1991

ADDITIONAL HIGHER EDUCATION

Ackerman Institute for the Family, New York, NY
Clinical Externship –

June 1998

The Clinical Externship was a 250-hour supervised family therapy training program. The program was completed in June 1998.

Certificate Awarded: Clinical Externship in Family Therapy

PUBLICATIONS (Peer Reviewed) (last five years)

Warde, B., Kahn, J. M., & Greenberg, J.P. (2022). Conversations about Race and Racism: A Qualitative Study of the Classroom Experience of Recently Graduated MSW Alumni." *Smith College Studies in Social Work*, 92(1), 28–47.

Books

Warde B. (2024). *Inside U.S. immigration policy. The historical and social forces shaping contemporary debates*. Routledge.

Warde, B. (2023). *Colorblind: Indigenous and Black Disproportionality Across Criminal Justice Systems*. Palgrave Macmillan.

Warde, B. (2021). *Inequality in U.S. social policy: An historical analysis* (2nd ed.). Routledge.

Warde, B. (2020). *We the people: Social protest movements and the shaping of American democracy*. Routledge.

Appendix C.8

Dr. Brenda Williams-Gray
Curriculum Vitae

Education

Graduate School & University Center/CUNY, Hunter College, School of Social Work
Doctorate in Social Work (DSW), February 2009

Fordham University, Graduate School of Social Services

Post Graduate Certificate in Child & Adolescent Therapy, 1992

Master's in Social Work (MSW), Concentration – Administration

Adelphi University, School of Social Work, Cum Laude, Bachelor of Science in Social Welfare (BSW (Bachelor of Social Work))

Academic appointments

Lehman College/CUNY Social Work Department, NY

2022- Department Chair

2018 – 2022 Undergraduate Program Director

2016 – Present, Associate Professor

2008 – 2015, Assistant Professor

Fordham University, Post Graduate Certificate Program in Child & Adolescent Therapy, NY, 2007 – Adjunct Staff

Hunter College, School of Social Work, Post Graduate Certificate Program in Social Work Administration, NY.
2005 - Adjunct Staff

Fordham University, Graduate School of Social Services, NY

1994 – 2004, Adjunct Assistant Professor

Social Work Department, Marymount College, Tarrytown, New York 1993- 2001, Adjunct Staff

Professional post-master's social work experience

Assistant Director for the New York Foundling Fontana Center for Child Protection
NY Foundling 2008

Director of the Accreditation Commission

Director of Accreditation Programs

The Council on Accreditation (COA) New York, NY 2003- 2008

Vice President, Community Based Services

Family Services of Westchester (FSW), NY 2000- 2003

Unit Director

The Children's Village, New York 1986- 2000

Grants and Awards

Grant, New York Community Trust, for the development of the Journal of Social Work in the Urban Environment in collaboration with Morgan State University and Springer Publishing Co., June 2016

Federal HRSA/SAMHSA Grant Education and Training Committee Member, Culturally- Informed Behavioral Health Services for At-Risk Children, Adolescents, and Transitional-Age Youth and their Families in Bronx, N.Y. and Neighboring Communities; specific responsibility for developing and teaching the course, *Culturally-Informed Behavioral Health Services for At- Risk Children, Adolescents, and Transitional Youth and Their Families*, a key enhancement developed for this project, 2014-2017, Federal HRSA/SAMHSA Grant.

Faculty Fellowship Publication Program/ CUNY Office of Diversity (FFPP) 2012

Current Professional/Academic Activities

Co-Editor in Chief, *Urban Social Work*, Springer Publications, 2016 - present

License: New York State- current

CSWE Accreditation site visitor, 2023- present

BOOK CONTRACT

Williams-Gray, B., & Saint-Louis, N. (in progress). *Trauma-Informed Social Work Practice: An Anti-Racist Approach*. Canadian Scholars/Women's Press.

Publications

Vann, M., Senreich, E., **Saint-Louis, N.**, Williams-Gray, B., Kahn, J., Sisselman-Borgia, A. (*submitted*). The Impact of Virtual Reality Simulations on Social Work Education: A Qualitative Study. *Studies in Clinical Social Work: Transforming Practice, Education and Research*.

Monk, J., **Williams-Gray, B.**, Saint-Louis, N., & Juliao-Nunez, M., (In press, 2024). Microaggressive and racial microstress of undergraduate social work students at a HSI. *Journal of Baccalaureate Social Work (JBSW)*.

Williams-Gray, Brenda, (2024). Walking the Walk: Anti-racism, macroaggressions and protecting our students in real time: A call for leadership. *NASW-NYC Currents*. Spring/Summer 2024.

Senreich, E., & **Williams-Gray, B.**, (2021). Race and other factors impacting diverse students' perceptions of the police at two urban colleges. *Journal of College Student Development*. 62:1, 72-89.

Monk, J. & **Williams-Gray, B.**, (2019). Promoting awareness and understanding of microaggressions in social work education. *Urban Social Work*. 3:2, 156-169.

Williams-Gray, Brenda. (2018). Resiliency and culturally- responsive practice for adolescents and young adults with substance abuse and mental health challenges. In Sisselman-Borgia, A. & MacMillian, T. (Eds.) *New Directions in Treatment, Education and Outreach for Mental Health and Addiction*. (pp. 193-209). Cham, Switzerland: Springer International.

Greenberg, J.P., Vinjamuri, M., **Williams-Gray, B.** & Senreich, E. (2018). Shining the light on intersectionality: The complexities of similarity and difference in the therapeutic process from the perspectives of Black and Hispanic social workers. *Smith College Studies in Social Work*. 88:1, 59-81.

Williams-Gray, B. (2016). Building capacity in nonprofit human service agencies through organizational assessment during the accreditation process. *Journal of Nonprofit Education & Leadership*. 6: 2, 99-114.

Williams-Gray, B. (2016). Teaching students' effective practice with returning military personnel: A strength-based resiliency framework *Journal of Baccalaureate Social Work*, 21, 1-11.

Williams-Gray, B. & Senreich, E., (2015). Challenges and resilience in the lives of adults with sickle cell disease, *Social Work in Public Health*, 30:1, 88-105.

Williams-Gray, B. (2014). Ethnic Sharing: Laying the foundation for culturally-informed BSW social work practice, *Journal of Baccalaureate Social Work*, 19, 151-159.

Williams-Gray, B. (2014). Preparation for social service leadership: Field work and virtual organizations that promote critical thinking in administration practice. *The Journal of Teaching in Social Work*, 34: 2, p 113-128.

Mallow, A., **Williams-Gray, B.**, Cameron Kelly, D & Alex, J. (2011). Living Beyond the Intersection of War Theatre and Home: Protective Factors for Healthy Reintegration. In Cameron Kelly, D., Gitelson, D. and Howe-Barksdale, S., (Eds.) *Young Veterans: Promoting Resilience Through Practice and Advocacy*. (pp. 11-22). New York: Springer Publishing Co.

Williams-Gray, Brenda. (2001). A Framework for Culturally Responsive Practice. In Boyd Webb, Nancy (Ed.), *Culturally Diverse Parent – Child and Family Relationships*. (pp.55-83). New York: Columbia University Press.

Williams-Gray, Brenda. (1999). International Consultation and Intervention on Behalf of Children Affected by War. In Boyd Webb, Nancy (Ed.), *Play Therapy with Children in Crisis*. (pp. 448-467). New York: Guilford Press.

Professional presentations (a partial listing, * invited, **peer-reviewed)

*Disrupting Micro (Macro) Aggressions: Promoting Awareness, Understanding Intersectionality, and Creating Dialogue Among the Higher Education Community: Session 1, March 25, 2024; Session 2, April 8, 2024. Lehman College, CUNY Bronx, NY. Cindy Batista- Thomas, Brenda Williams-Gray & Jermaine Monk.

**The Devil is in the Details: Transformational Work Towards Creating an Antiracist Social Work Department, The Association of Baccalaureate Social Work Program Directors
41st Annual BPD Conference, New Orleans, La. Brenda Williams-Gray, DSW & Nicole Saint-Louis, DSW, LCSW March 7, 2024

**The Devil is in the Details: Transformational Work Towards Creating an Antiracist Social Work Department, CSWE 69th Annual Program Meeting, Atlanta, Georgia. Brenda Williams-Gray, DSW & Nicole Saint-Louis, DSW, LCSW October 29, 2023

*Trauma Informed Practices, Topics in Education/Event Week 2023
Lehman College School of Education, October 18, 2023

*Microaggressions: Promoting Awareness, Understanding & Creating Dialogue in the Classroom. School of Natural and Social Sciences- Lehman College, CUNY. Bronx, NY. Brenda Williams-Gray, B. & Jermaine Monk. October 2020

*Microaggressions in the Workplace: The Role of Resilience in the Face of Understanding Bias. *Bronx- Lebanon Professional Workshop Series*. Bronx-Lebanon Hospital Center. Bronx, NY Williams-Gray, B. & Monk, J. May 2018

*A Trauma- Informed Resiliency Perspective: A Win-Win School Community, Restorative Justice Conference: Creating an Equitable and Just Society- Challenges and Possibilities, Lehman College/CUNY, May 5, 2017

***Race: A Developmental and social contextual perspective to understanding the impact of race on adolescents' behavioral health.* Building on Strengths: Promoting the Behavior & Physical Health of Urban Youth, HRSA Conference, March 31, 2017, Bronx, New York

***Microaggressions: Promoting understanding, awareness, resiliency, and social justice through social work.* The Association of Baccalaureate Social Work Program Directors
34th Annual BPD Conference, Brenda Williams-Gray & Jermaine Monk. March 3, 2017, New Orleans, La.

**Microaggressions and the Workplace: The Role of Resilience in the Face of Understated Bias,* Bronx Lebanon Hospital Wellness Center, Bronx Health Access Cultural Competence and Health Literacy Training Series, Jermaine Monk & Brenda Williams-Gray, January 18, 2017

**Culturally Relevant and Resiliency Based Practice,* Bronx Lebanon Hospital Wellness Center
Bronx Health Access Cultural Competence and Health Literacy Training Series
November 30, 2016

**Roundtable Session: Understanding and Providing Support for Specialized College Populations Often Marginalized,* Annual Metro Counseling Conference, Carl Mazza, Jermaine Monk, Mohan Vinjamari & Brenda Williams-Gray, January 13, 2016, Bronx New York.

***Student Experiences with Micro-aggressions and how they cope: The role of resilience in the face of understated bias,* New York State Social Work Education Association Annual Conference, with Jermaine Monk, Nov 2015, Saratoga Springs, NY.

***Ethnic Sharing: An Experiential Exercise to Create Dialogue about Culture and Diversity,* CUNY Faculty Diversity and Inclusion Conference 2015, March 20, 2015

***The Intersection of: Healthcare and Race Best Practices for Sickle Cell Disease,* Health Track, Annual Program Meeting Conference (APM), CSWE, with Evan Senreich November 2014
Lack of Services for Individuals with Sickle Cell Disease: Race, Politics and Social Justice, New York State Social Work Education Association (NYSSWEA) 46th Annual Conference, October 9-11, 2013, with E. Senreich and M. Goodwin.

***Council on Social Work Education (CSWE), Annual Program Meeting (APM),*
Innovation and Creativity: Integrating Role-Play and Technology into an Administration Practice Curriculum, Nov 2009, San Antonio, Texas.

**Common Day,* Lehman College, Issues Facing Youth in Foster Care, Dec.8, 2009

***New York State Social Work Education Association Annual Conference,*
Protective Factors that Contribute to Resiliency and Coping in Undergraduate Students, Oct 2009, Saratoga Springs, NY.

***Assessing Your Organization for Excellence and Capacity*
Presented at: NASW-NJ Annual Conference May 6, 2008

**Race: Beyond Tolerance*
Presented at: Fordham University, Children First Conference, 4/18/2008

Expanding Organizational Capacity through Assessment and Accreditation
Presented at: Foster Family Treatment Association, July 30, 2007;
Child Welfare League of America (CWLA), February 25, 2007; and
The New Jersey Institute for Nonprofit & Social Work Management at Kean University
May 12, 2006

PROFESSIONAL AFFILIATIONS / LICENSURE

Licensed Master Social Worker, State of New York
Member, Council on Social Work Education (CSWE)
Member, Baccalaureate Program Directors (BPD)
Member, New York State Social Work Education Association (NYSSWEA)

Appendix D: Faculty to be Hired

Lehman College (CUNY)

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

D.1 Table 8: Faculty to be Hired

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
Assistant/Associate Professor (<i>Program Director</i>)	1	DSW/PhD	FT	100%	6 credits per year	Fall 2025
Assistant/Associate Professor (DSW/PhD)	1	DSW/PhD	FT	60%		Fall 2027
Administrative Assistant/Academic Coordinator	1	BA/BS or higher	FT	100%		Fall 2025

Appendix E: Budget, Revenue, & Projection Tables

E.1 Table 9: Budget: Faculty, OTPS (Other Than Personnel Services), & Supporting Material Expenditures (Graduate)

DIRECT OPERATING EXPENSES	Year 1	Year 2	Year 3	Year 4	Year 5
Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with "net section needs" based on enrollment (see "Enroll & Seat Need Projections" tab)					
Current Full Time Faculty overload (include Summer)					
New Full Time Faculty Base Salary (list separately)	107789	107789	215578	215578	215578
New Full Time Faculty Overload (include Summer)					
New Faculty Re-assigned Time (list separately)				13000	13000
Full Time Employee Fringe Benefits (51%)	44840.224	44840.224	89680.448	95088.448	95088.448
Total (Links to Full-Time Faculty on Program Exp Worksheet)	\$ 152,629.22	\$ 152,629.22	\$ 305,258.45	\$ 323,666.45	\$ 323,666.45
Part Time Faculty Actual Salaries	32500	104000	97500	110500	
Part Time Faculty Actual Fringe Benefits (13%)	7897.5	25272	23692.5	26851.5	0
Total (Links to Part-Time Faculty Program Exp Worksheet)	\$ 40,397.50	\$ 129,272.00	\$ 121,192.50	\$ 137,351.50	\$ -
Full Time Staff Base Salary (list separately)	60000	60000	60000	60000	
Full Time Staff Fringe Benefits (51%)	24960	24960	24960	24960	0
Total (Links to Full-Time Staff on Program Exp Worksheet)	\$ 84,960.00	\$ 84,960.00	\$ 84,960.00	\$ 84,960.00	\$ -
	Year 1	Year 2	Year 3	Year 4	Year 5
PART-TIME STAFF (do not include library staff in this section)					
Part Time Staff Base Salary (list separately)					
Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)					
Graduate Assistants					
Student Hourly					
Part Time Employee Fringe Benefits (13%)	0	0	0	0	0
Total (Links to Part-Time Staff on Program Exp Worksheet)	\$ -	\$ -	\$ -	\$ -	\$ -
LIBRARY					
Library Resources					
Library Staff Full Time (List Separately)					
Full Time Staff Fringe Benefits (41.6%)	0	0	0	0	0
Library Staff Part Time (List Separately)					
Part Time Employee Fringe Benefits (24.3%)	0	0	0	0	0
TOTAL (Links to Library on Program Exp Worksheet)	\$ -	\$ -	\$ -	\$ -	\$ -
EQUIPMENT					
Computer Hardware	5000	5000	5000	5000	5000
Office Furniture	15000	15000	0	0	0
Other (Specify)					
Total (Links to Equipment on Program Exp Worksheet)	\$ 20,000.00	\$ 20,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
LABORATORIES					
Laboratory Equipment					
Other (list separately)					
TOTAL (Links to Laboratories on Program Exp Worksheet)	\$ -	\$ -	\$ -	\$ -	\$ -
	Year 1	Year 2	Year 3	Year 4	Year 5
SUPPLIES AND EXPENSES (OTPS)					
Consultants and Honoraria	2500	2500	2500	2500	2500
Office Supplies	3500	3500	3500	3500	3500
Instructional Supplies (including technology)	5000	5000	5000	5000	5000
Faculty Development	7500	7500	7500	7500	7500
Travel and Conferences	7500	7500	7500	7500	7500
Membership Fees	7500	7500	7500	7500	7500
Advertising and Promotion	2000	2000	2000	2000	2000
Accreditation	10000				10000
Computer Software	10000	10000	10000	10000	10000
Computer License Fees	5000	5000	5000	5000	5000
Computer Repair and Maintenance	3000	3000	3000	3000	3000
Equipment Repair and Maintenance					
New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp Worksheet)	\$ 63,500.00	\$ 53,500.00	\$ 53,500.00	\$ 53,500.00	\$ 63,500.00
CAPITAL EXPENDITURES					
Facility Renovations					
Classroom Equipment	5000	5000	5000	5000	5000
Other (list separately)					
TOTAL (Links to Capital Expenditures on Program Exp Worksheet)	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other (list separately)					
curriculum development - summer payments consultants	100000	80000	60000		
TOTAL (Links to Other on Program Exp Worksheet)	\$ 100,000.00	\$ 80,000.00	\$ 60,000.00	\$ -	\$ -

E.2 Table 10: The Five-Year Revenue Projections for Program

SENIOR COLLEGE (GRADUATE)

Year 1 = Fall 2026

NEW FULL-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
# of NEW FULL-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	10	20	35	40	45
Tuition Income (Calculates 2% increase per year after Fall 2027)	\$11,090	\$11,090	\$11,312	\$11,538	\$11,769
Total Tuition	\$110,900	\$221,800	\$395,913	\$461,521	\$529,596
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	724.6	724.6	724.6	724.6	724.6
Total Fees	7,246	14492	25361	28984	32607
Total In-State Tuition & Fees	\$118,146	\$236,292	\$421,274	\$490,505	\$562,203
Tuition & Fees:					
# of NEW FULL-TIME, Out-of -State Students (linked from "Enroll & Seat Need Projections")	0	0	0	0	0
Annual Avg # of Credits per FT student (24-30)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2027)	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW FULL-TIME TUITION REVENUE	\$118,146	\$236,292	\$421,274	\$490,505	\$562,203

NEW PART-TIME STUDENTS	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
# of NEW PART-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total In-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
# of NEW PART-TIME, Out-of-State Students	0	0	0	0	0
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$0	\$0	\$0	\$0	\$0
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out-of-State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW PART-TIME REVENUE	\$0	\$0	\$0	\$0	\$0

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	\$118,146	\$236,292	\$421,274	\$490,505	\$562,203
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OTHER REVENUE	Year One	Year Two	Year Three	Year Four	Year Five
Other Revenue From Existing Sources (specify and explain)- LINKS TO REVENUE SPREADSHEET ROW 13)					
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)					

Appendix F: Letters of Support



**Office of Academic
Affairs**

205 East 42 Street, 9th Floor
New York, NY 10016
646.664.8065

February 25, 2025

Brenda Williams-Gray, DSW Chair,
Department of Social Work Lehman
College

City University of New York 250
Bedford Park Blvd, West Bronx, New
York 10468

Re: DSW Program at Lehman College

Dear Dr. Brenda Williams-Gray,

I am writing to express my strong support for the establishment of the Doctor of Social Work (DSW) degree at Lehman College. This proposal reflects Lehman College's commitment to academic excellence and aligns with its aspiration to become an R2 Institution within the next decade. The DSW program will be the only doctoral-level social work degree of its kind in the Bronx, uniquely positioning Lehman College as a leader in advancing social work education and professional practice in the region.

The program's focus on Organizational Leadership, Research, and Research Technology will raise the visibility of Lehman College's Social Work program and prepare graduates to address the critical challenges facing the field today. With the nation experiencing a well-

documented shortage of mental health providers, particularly in underserved communities like the Bronx, this program is well-positioned to fill a crucial gap. According to the Health Resources and Services Administration (HRSA), the U.S. faces a projected shortfall of more than 15,000 mental health professionals by 2025. This shortage disproportionately affects communities of color, where access to mental health care remains a persistent challenge. By preparing doctoral-level social work leaders who are equipped with advanced research skills,

technological expertise, and a commitment to social justice, Lehman College's DSW graduates will be instrumental in expanding mental health services, strengthening social work leadership, and improving organizational effectiveness.

The three-year, 59-credit program will provide a seamless educational continuum from

Lehman's esteemed BA and MSW programs to the DSW, reinforcing the College's role as a comprehensive educational hub for social work professionals. Graduates of this program will emerge as thought leaders, policymakers, and change agents who will drive equitable and sustainable change within organizations and communities.

As the University Dean for Health and Human Services, I am committed to supporting this program. When implemented, the DSW program will not only shape the future of social work leadership and scholarship but also contribute significantly to advancing Lehman College's mission of promoting research excellence and graduate education.

I look forward to seeing this program come to fruition and the lasting impact it will have on the social work profession and the communities it serves.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Simino Boyce".

Patricia Simino Boyce, PhD, RN

University Dean for Health and Human Services City
University of New York (CUNY)



LEHMAN
COLLEGE



OFFICE OF THE DEAN
SCHOOL OF HEALTH
SCIENCES HUMAN
SERVICES AND
NURSING

Davis Hall, Room 125
250 Bedford Park Blvd West
Bronx, NY 10468

Phone: 718-960-7820
www.lehman.edu

February 24, 2025

Dr. Brenda Williams-Gray, DSW
Chair, Department of Social Work
Lehman College, City University of New
York 250 Bedford Park Blvd, West
Bronx, New York 10468

Re: Institutional Letter of Support

Dear Dr. Brenda Williams-Gray,

As Dean of the School of Health Sciences, Human Services, and Nursing (HS2N) at Lehman College, I offer my strongest support for the Doctor of Social Work (DSW) Degree. Your proposal reflects a commitment to Lehman College's aspiration to become an R2 Institution within the next 10 years. This DSW proposal will uniquely position Lehman College as the only degree of its kind in the Bronx and for the Bronx. As I reflect on the vision of this program, it will raise the visibility of Lehman College's Social Work program particularly in the areas of Organizational Leadership, Research, and Research Technology. The program's vision of graduating leaders in Social work that bring creativity, courage, compassion, and technology know-how that will drive organizational effectiveness and promote social justice aligns with Lehman College's mission.

From the office of the Dean in HS2N, I stand ready to support the program through all of Lehman College's governance committees, up to and including the Board of Trustees. This proposal has met favorable acceptance throughout the City University of New York system of colleges. We are pleased that this proposal, when implemented will shape the future of social work leadership, scholarship, advance equitable, and sustainable positive change in organizations and society. It goes without saying that Lehman's aspiration to be a model of research excellence in graduate education that supports candidates to become leaders in the Social Work discipline.

Sincerely yours,

Elgloria Harrison
Dean and Professor School of Health Sciences, Human Services, and Nursing
Lehman College, City University of New York

February 26, 2025

I am excited to write this letter in support of Lehman College School of Social Work establishing a Doctor of Social Work (DSW) program in the Bronx. Nestled within the School of Health Sciences, Human Services, and Nursing, Lehman's 37-acre tree-lined campus fosters a vibrant academic environment. This program would be the only DSW offered in the Bronx, positioning Lehman as a national leader in social mobility and a vital intellectual, economic, and cultural hub for the community.

As the Executive Director for the National Association of Social Workers in New York State and New York City and as an adjunct professor in both the undergraduate and graduate programs, I have firsthand knowledge of Lehman's rigorous curriculum, student engagement, and exceptional faculty. The faculty consistently challenge students to believe in themselves, often empowering first-generation graduates to achieve their academic and professional goals. A DSW program at Lehman would further this mission, equipping future leaders to advance social work practice and policy in underserved communities.

Mission and Vision

The DSW program aligns with Lehman College's commitment to providing quality education to diverse and underserved communities. It will empower experienced social workers to enhance their skills, engage in research, and drive meaningful change in communities facing social and economic challenges. With a specialization in

Organizational Leadership, Research, and Research Technology, the program aims to be a global leader in advancing organizational excellence, technological innovation, and evidence-based social work practice.

Community Impact

Lehman College serves a diverse student body, many of whom are first-generation college students dedicated to uplifting their communities. A DSW program in the Bronx will allow social workers to advance their education locally, addressing the borough's pressing social and economic challenges. By fostering innovation and evidence-based practice, this program will help develop a skilled workforce ready to create lasting change.

Benefits of a DSW Program in the Bronx

1. **Advanced Skills Development:** Enhances expertise in clinical practice, research, and policy.
2. **Workforce Growth:** Addresses the increasing demand for social workers in health, education, research, leadership and community services.
3. **Accessible Education:** Offers an affordable, flexible option with in-person and online learning.
4. **Community Collaboration:** Strengthens partnerships with local agencies and organizations.

5. Policy and Practice Impact: Graduates will drive change through capstone projects that address critical community needs.

I fully support this initiative and its transformative potential for the Bronx and Lehman College School of Social Work is the program that can make it happen



Shakira A. Kennedy, PhD, LMSW
Executive Director- NASW-NYS/NYC

She/Her

skennedy.naswnys@socialworkers.org

www.naswnys.org



To Whom it May Concern,

Please accept this letter of support for the CUNY Lehman College Social Work program in their quest to expand their current educational continuum to include a three-year, 59 credit doctoral degree program. As a long time partner of Lehman's social work team, I was thrilled to hear about this new chapter, particularly as it relates to opening pathways for social workers living and/or working in the Bronx. In my current role, I serve as the Chief Program Officer of Youth and Family Services at Kingsbridge Heights Community Center (KHCC), a community based organization that is but a stone's throw from the doors of Carman Hall on Lehman's campus. KHCC is a settlement house located in the Northwest Bronx offering services to neighborhood residents across the lifespan. *KHCC embraces and empowers the community - from cradle through career - to develop passions and potential, and build durable pathways towards purpose, prosperity and well-being.*

KHCC manages a social work intern training program for up to 30 interns annually. We work with schools across the tri-state, and place students in various programs and assignments across our agency. This includes working with young children and their families in our Early Childhood classrooms, engaging adults and newly arrived migrants in our Connect family resource office, providing trauma treatment to survivors of sexual assault and physical abuse in our Changing Futures program, and running groups and youth development activities with youth and college bound participants in our center and school based after school programs. KHCC prioritizes training for our social work interns; offerings have included the Trauma Focused Cognitive Behavioral Therapy (TF-CBT) institute, Restorative Circle Keeping with Hidden Water, and Eye Movement and Desensitization Reprocessing (EMDR).

KHCC maintains a long-standing partnership with Lehman College and has provided practicum placement opportunities for dozens of their BSW and MSW students for over 15 years. Many Lehman students have been employed by KHCC upon graduation, while generations of KHCC staff have returned to school at Lehman College in an effort to complete their bachelors degree, or pursue their masters degree in Social Work. Lehman students and faculty are ranked among the favorites among my team of practicum instructors. The Professors are quick to respond when students have challenges in their placements, and the students are always willing to pull their sleeves up and join the work to improve the community, alongside our staff and participants.

If approved to expand their program to include a doctoral track, I am confident that the Lehman team will go above and beyond to ensure that qualified professionals are accepted to and excel in their doctoral studies. In recent years, I have been approached more frequently by

current staff, or former students and team members, seeking advice about pursuing a doctoral degree in Social Work. Oftentimes the barriers are related to timing, travel, and cost. There is

certainly a community of strong and passionate social work professionals who would benefit from having a program in their own back yard offering an affordable CUNY tuition. Further, Lehman's focus on social justice, and enhancing agency effectiveness through research and technology, is a best fit program model for the current climate. We need leaders who are smart, nimble, creative and equipped to take on some of the most challenging urban social issues of our time; the graduates of Lehman's doctoral program will be better prepared to lead the charge if they are educated in their own backyard.

Thank you for your support and consideration! Sincerely,

Sadie Mahoney

Sadie Mahoney, LCSW
Chief Program Officer, Youth and Family Services Kingsbridge Heights Community Center
(718) 884-0700 x186



Argus Community, Inc.

BOOM!Health, Counseling Service of EDNY, Inc., CREATE, Inc.
The Davidson Community Center, Inc., Faith Mission Crisis Center, Inc.

February 27, 2025

Ms. Brenda Williams-Gray, DSW
Social Work Department Chair
Associate Professor
City University of New York, Lehman College
School of Health Services, Human Services, & Nursing
Bronx, NY 10468

Subject: DSW Program Letter of Support

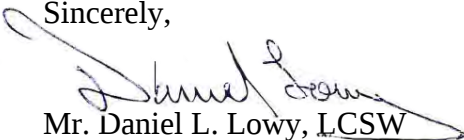
Dear Dr. Williams-Gray,

It is with great pleasure that I provide this letter in strong support of your application to establish a doctoral degree in social work at Lehman College with a specialization in organizational leadership, research and research technology. With this specialized doctoral program, Lehman will be a global leader in advancing organization excellence, technological innovation, and evidence-based practice within the field of social work. Graduates of the program will be equipped to lead with creativity, courage, and compassion, leveraging technology and research to drive organizational effectiveness, promote social justice, and enhance the well-being of individuals, families, and communities worldwide.

As an adjunct assistant professor at Lehman for the past 19 years, and a senior administrator at Argus Community for over 22 years, I can attest to the fact that Argus and affiliates have maintained a long-standing relationship with Lehman College offering practicum placements to students in both the graduate and undergraduate programs. Argus Community has been a participated in multiple projects and research grants that align the provision of social services with education. Through our collaborative efforts, we continue to shape the future of social work leadership and scholarship,. advancing equitable and sustainable positive change in organizations and society.

Argus Community is confident that Lehman College and the School of Health Services, Human Services, & Nursing has the expertise, experience, and commitment to deliver the high-quality education required for a doctoral program, and we fully support this application.

Sincerely,



Mr. Daniel L. Lowy, LCSW
Chief Strategy Officer

760 East 160th Street Bronx, NY 10456
Tel: 718-401-5700 • Fax: 718-993-5308 • www.arguscommunity.org

February 27, 2025

Dr. Brenda Williams Gray, Chair
Department of Social Work
Lehman College
250 Bedford Park Boulevard West
Bronx, N.Y. 10468

Re: DSW Program Proposal Dear Dr. Williams-Gray.

We are very excited to have this opportunity to provide a letter in support of the Lehman College Department of Social Work's proposal to establish a DSW program at Lehman.

It is well-known to those of us who care for and serve the Bronx population that these communities face significant inequities related to health care, housing, food availability, economic opportunities and other issues. We at BronxCare are especially aware that our patients reside in the poorest urban congressional district, CDNY15, in the United States. I'm also sure that we are familiar with the issues surrounding immigration, family stability, potential reductions in grant support and other factors that impact the well-being of this borough.

For these reasons and more, it is especially important that we equip professionals with the skills needed to advance our community while at the same time offering these same educational opportunities to the students who reside here.

BronxCare has enjoyed a longstanding relationship with Lehman's Social Work Department. For many years we have been a placement site for students in their practicum year. We have collaborated on conferences, community outreach and grant applications. We plan to continue that collaboration and will be available to work with the Social Work Department as new opportunities present themselves.

We wish you the best of luck with this proposal and look forward to partnering with you should that be useful.

Yours truly,



Diane Strom, LCSW-R
Assistant Director
Department of Pediatrics
Grants and Community Engagement

1650 Selwyn Avenue
Bronx, NY 10457
(718) 960-1020
dstrom@bronxcare.org

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	SLHS
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPE
Course Prefix & Number	SPE 764
Course Title	Communication in the d/Deaf and Hard of Hearing Populations: The SLP's Role
Description	Emphasis is placed on habilitative and rehabilitative procedures to support hearing loss. Topics include amplification and intervention for children with hearing loss, including consideration of psychological, developmental, linguistic, and cultural correlates of the disorders. Note: departmental permission required.
Pre/ Co Requisites	SPE 719
Credits	1.5
Hours	1.5
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. Rationale:

Adding an elective course on the d/Deaf and Hard of Hearing offers students an opportunity to gain knowledge and understand the unique needs of this population. Topics covered in the elective are not covered in depth in the current audiology course. Adding the elective meets unmet American Speech and Hearing Association accreditation standards. This experimental course will be modified to a permanent course after feedback and outcome data is reviewed.

4. Learning Outcomes (By the end of the course students will be expected to):

Students will demonstrate an understanding of:

1. Challenges and the culture of the d/Deaf and Hard of Hearing populations
2. Modes of communication
3. Technology available to persons with hearing impairment, including hearing aids, listening systems, assistive listening devices, and cochlear implants
4. Evidence based interventions for children with hearing loss
5. Role of the audiologist and collaboration with the speech language pathologist

5. Date of Departmental Approval: 4/28/2025

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of change:** Experimental Course

2.

Department(s)	SLHS
Career	☐ Undergraduate ☒ Graduate
Academic Level	☒ Regular ☐ Compensatory ☐ Developmental ☐ Remedial
Subject Area	SPE
Course Prefix & Number	SPE 713
Course Title	Gender Affirming Voice Therapy
Description	This course offers comprehensive training in gender-affirming voice therapy and coaching integrating clinical research, evidence-based practices, and lived experience. Note: departmental permission required. Note: Departmental permission required.
Pre/ Co Requisites	SPE 705
Credits	1.5
Hours	1.5
Liberal Arts	☐ Yes ☒ No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	☒ Not Applicable ☐ Required ☐ English Composition ☐ Mathematics ☐ Science ☐ Flexible ☐ World Cultures ☐ US Experience in its Diversity ☐ Creative Expression ☐ Individual and Society ☐ Scientific World

3. **Rationale:**

Adding an elective course on gender affirming speech therapy will prepare students to serve transgender and gender diverse (TGD) individuals which is an underserved population. This course would promote inclusive, culturally responsive practice in line with American Speech and Hearing Association's values, while enhancing clinical competence in voice modification and communication training.

4. **Learning Outcomes (By the end of the course students will be expected to):**

Students will demonstrate an understanding of:

1. Analyze vocal components relevant to gender expression and identity.
2. Identify and apply techniques for developing masculine, feminine, and androgynous vocal qualities.
3. Evaluate voice progress through perceptual and acoustic measures.
4. Integrate trauma-informed and affirming practices into voice coaching.
5. Communicate effectively and ethically with transgender and gender-diverse clients.

5. **Date of Departmental Approval:** 4/28/2025

Governance Committee Report September 3, 2025

1. Governance Committee Faculty Vacancies
 - a. Governance Committee Members **MUST** Be Senators.
 - b. Currently **3 Faculty Vacancies for 2-Year Terms**. Nominations Taken from Floor.
 - c. Any Nominations?
 - d. Move To A Vote
2. Student Committee Vacancies
 - a. Slate Of Nominees Provided By Students
 - b. Any Additional Nominations?
 - c. Move To A Vote
3. Next Governance Committee Meeting, TBD



Library Technology and Telecommunications Committee Report

Next Meeting: September 24th

Location: ZOOM

Library

Library is pleased to provide Information Literacy-Library Instruction for individual classes. Please access *Request an Information Literacy Class Form* on Library website

Library can customize Library Research Guides and provide access to eReserves specifically for your courses via Brightspace LTI. Please contact Web Services Librarian John DeLooper for additional information.

Library, Senate Committee on Academic Freedom, Gender and Women's Studies, Philosophy Department, and School of Arts and Humanities will sponsor a Reading and Discussion of Naomi Zack's ***Project Esther and the Epstein Conspiracy - How They May Not Be Good for American Jews*** on Thursday, September 24th from 12-1:30 PM in Library Periodicals Room on the Concourse. RSVP on Library Homepage.

Information Technology/LMS

In preparation for Lehman's transition to Brightspace, IT and The Center for Teaching and Learning created a series of six training sessions. Each session introduced attendees to new Brightspace features with hands-on activities. The sessions began on March 10th. They were offered to faculty in person and online. Over 80 sessions were provided at various times of the day and into the evening.

Weeks prior to the start of the **Summer and Fall** semester Faculty were offered the opportunity to attend more in-depth training sessions. These sessions were longer and as with previous training sessions, faculty were invited to participate in hands-on activities to help them become more acquainted with our new Learning Management System. These sessions were offered online only.

Lehman transitioned to Brightspace successfully with the start of the first summer session on June 2. The transition to Brightspace has been reasonably smooth.

Center for Teaching and Learning created online resources for faculty and students (the Brightspace Learning Hub for faculty and the Brightspace Orientation Nano Course for

students). The Lehman training program recorded trainings and handouts are in the BrS Learning Hub. In each course, there is a discussion board for faculty and students to post their questions.

Faculty can also e-mail Brightspace technical questions to faculty.help@lehman.cuny.edu

Emergency Rollout of Multi-Factor Authentication (MFA) for the CUNY Login Account

Under an **emergency condition**, CUNY has begun the rollout of **Multi-Factor Authentication (MFA)** for the CUNY Login Account which is used across all CUNY applications to protect against rising cyber threats. Most Lehman applications are now using CUNY Login and also secured with MFA.

MFA means you prove your identity in more than one way—such as your password *plus* a code from the Microsoft Authenticator app on your phone. Even if your password is stolen, hackers cannot access your account without this second factor. There are other authenticators that can be used.

IT and The Center for Teaching and Learning have been offering Office Hours for faculty. Faculty book a 30-minute session with a member of the Brightspace Transition Team for one-to-one assistance. Our one-on-one sessions have been very well attended. We offered sessions on two weekends and even over the Labor Day Weekend. The weekend sessions were very well attended. Faculty may register for an Office hour on the Lehman Brightspace Transition website. Booking a session is fast and easy and sessions are available until **8 PM**. An Ask Me Anything Sessions Will also be offered.

Senate Committee Report: EIAAR

Meeting Date: September 03, 2025

In Attendance: Takiyah Ali (Chair), Cindy Bautista-Thomas, Gaby Kohler

Absent: Darcel Reyes, Alyssa Lyons, Matthew rye-Castillo, Shianna Nichols, Hummu Gado, Mumina Abu

Welcome, Introductions, and Charge

The EIAAR Committee welcomed new and returning members and reviewed its history, past work, and charge > which is to review current efforts, suggest improvements, and make recommendations advancing equity, inclusion, accessibility, and anti-racism on our campus.

President's Office Initiative

The Committee received an update regarding ongoing initiatives to collect and track Diversity, Equity, and Inclusion (DEI) events and professional development workshops across campus. This effort highlights the college's commitment to identifying gaps and opportunities and to fostering a more inclusive and equitable campus culture.

For the current academic year, the Committee's focus will be on improving recommendations for tracking and sharing professional development opportunities. Early recommendations will emphasize measuring impact using a mix of engagement, learning, behavior, and long-term outcomes, as well as considering additional metrics such as compensation.

Report for Lehman Senate of USF on UFS Plenaries, as proposed on August 29, 2025.

Submitted by Lehman USF reps: Naomi Zack, David Manier, and Stephen Castellano.

To the Lehman College Senate: Below is a report for the September 3, 2025 Lehman Senate meeting consisting of a schedule for 2025-6 CUNY Senate meeting, the minutes of the May 6, 2025 Meeting, and a link to the CUNY Senate's curated reports on 2025 political impacts on higher education.

Schedule of CUNY Senate Plenary Meetings 2025-6:

September 16

October 28

December 2

February 24

March 31

May 5

The 448th Plenary Session
of The University Faculty Senate
of The City University of New York
Rooms 0818/0819
Tuesday, May 6, 2025
6:30 – 8:00 p.m.

Agenda

1. Approval of the Agenda, Approval of the Minutes of April 1, 2025
2. Nominations and Elections for Members-At-Large of the Executive Committee – Matthew J. Cotter – 6:35 – 7:05 p.m.
3. Proposed Revisions to UFS Charter – Martin J. Burke – 7:05 – 7:15 p.m.
4. Proposed Resolution on Converting the Academic Affairs Advisory Committee to a UFS Standing Committee – Kenneth Gold – 7:15 – 7:20 p.m.
5. Proposed Resolution on Converting the Inclusion, Diversity, Equity, and Access Advisory Committee to a UFS Standing Committee – Melanie R.W. Oram 7:20 – 7:25 p.m.
6. Proposed Resolution on Shared Governance and Information Technology – Roxanne Shirazi – 7:25 – 7:30 p.m.
7. Proposed Resolution in Defense of Higher Education — John Verzani– 7:30 – 7:35 p.m. Chair's Report – John Verzani – 7:35 – 7:45 p.m.
8. Announcement of Provisional Election Results – 7:45 – 7:50 p.m.
9. New Business – 7:50 – 8:00 p.m.

Social starts at 6:00 p.m. in Rooms 0818/0819

Committee meetings:

Academic Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1179

Academic Freedom – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0963

Community Colleges – 4:00 – 5:00 p.m., 42nd Street, Room 1179

Inclusion, Diversity, Equity, and Access – 4:00 p.m. – 5:00 p.m., 42nd Street, Room 1047

Library and Information Technology – 4:30 p.m. – 6:00 p.m., 42nd Street, Room 1002

Status of the Faculty – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 1102

Student Affairs – 5:00 p.m. – 6:00 p.m., 42nd Street, Room 0962

Minutes to follow

Resolution to Convert the Academic Affairs Advisory Committee into a Standing Committee of the UFS

Whereas, the UFS Academic Affairs Advisory Committee was formed more than ten years ago and its active existence and contributions since then speak to its importance to the purpose of the university and the purview of the UFS; and

Whereas, deeper in the past, UFS committees charged with matters pertaining to academic affairs were standing committees; and

Whereas, the CUNY Board of Trustees' Educational Policy Committee has a mandate that includes initiatives in curriculum development, instructional support, enrollment, recruitment, retention, transfer, articulation, and student success-all areas of historic and current interest to the UFS Academic Affairs Advisory Committee; and

Whereas, according to the UFS Charter, UFS Standing Committees “shall reflect the academic, administrative and financial organization of the University” (Article VI, §2);

Whereas, organizational and fiscal changes as well as the current environment for higher education nationwide pose significant challenges to longstanding and valued academic principles and practices;

Be It Resolved that the Academic Affairs Advisory Committee be recognized as a Standing Committee (title: Academic Affairs) of the UFS to represent faculty in matters related to CUNY academic policy, including curriculum development, instructional support and modality, enrollment, recruitment, retention, transfer, and articulation before the CUNY Division of Academic Affairs.

Adopted on the 6th day of May 2025 by the University Faculty Senate of the City University of New York

Resolution on Converting the Inclusion, Diversity, Equity, and Access Advisory Committee to a UFS Standing Committee

WHEREAS, The Inclusion Diversity Equity and Access (IDEA) is a Subcommittee of the Status of Faculty Committee that wrote the Inclusion, Diversity, Equity and Access (IDEA) at CUNY Omnibus Resolution which passed in the University Faculty Senate (UFS) Plenary on 5/10/22 and led to the formation of the UFS IDEA Advisory Committee. The charge of the UFS IDEA Advisory Committee was to develop university-wide IDEA [formerly known as Diversity Equity Inclusion (DEI)] strategic plans and initiatives; and

WHEREAS, As stated in the IDEA Resolution: “Inclusion, Diversity, Equity and Access (defined hereinafter as “IDEA”) are City University of New York (CUNY) values that have been institutionalized in the CUNY Mission, that are represented as a CUNY requirement for funding in NY State Education Law, Article 125, Section 6201, and benefit all members of the CUNY community, who represent the diversity of New York City; and **WHEREAS**, We live in a social climate where history is being erased and where marginalized groups including low income individuals, people of color, women, people with disabilities, LGBTQIA+ individuals, ethnic

minorities, religious minorities, older individuals, and other groups that are vulnerable and/or under attack, the formation of the UFS IDEA Standing Committee is urgently needed to protect the intellectual integrity of CUNY and to serve as an instrument for advocacy that will benefit the CUNY Community at large; and

WHEREAS, Establishing the UFS IDEA Standing Committee will serve to preserve, protect, and assert the First Amendment Rights and Academic Freedom of all CUNY students, faculty, and staff; and

WHEREAS, The UFS IDEA Advisory Committee who collaborates with the University Advisory Committee on Diversity (“UACD”) and other campus-wide IDEA committees and personnel, should become a Standing Committee of UFS given it is uniquely positioned to advise and be consulted on IDEA matters by the Chancellery and the Board of Trustees, under the already established requirements of shared governance; and

WHEREAS, Members of the UFS IDEA Advisory Committee have collective knowledge and expertise on matters of IDEA to successfully operate as a standing committee by actively drawing from their legal experiences, scholarly endeavors, grant procurements, and involvement with other comparable campus-wide or university-wide committees on IDEA; and

WHEREAS, the CUNY University Faculty Senate (UFS) defines Standing Committees as units that “examine, investigate, deliberate, and make recommendations on matters of current and long standing import to the faculty;” and Senate Advisory Committees as units that “engage with the CUNY senior administration” (e.g., Academic Affairs consults with the University Provost), the work of the UFS IDEA Advisory Committee is consistent with the work of and warrants a formalized designation as Standing Committee;

WHEREAS, During our three (3) year existence, the UFS Advisory IDEA Committee has demonstrated the productivity and hard work needed from all standing committees by doing primary research in the form of survey responses of Chief Diversity Officers, campus-wide listening sessions, and research for and development of resolutions, to produce an analytical report that offers insights to better understand IDEA issues and concerns of the CUNY community to be addressed; THEREFORE, BE IT

RESOLVED, The IDEA Advisory Committee should be established as a Standing Committee of the UFS due to the sustained importance of IDEA to CUNY, one of the largest and most diverse urban universities in the United States. CUNY must uphold the principles of IDEA among its faculty, students and staff as an integral part of its mission, core values, and culture, in accordance with NY State Education Law, Article 125, Section 6201.

Resolution on Shared Governance and Information Technology

Approved by UFS Committee on Libraries and IT on April 1, 2025

WHEREAS the role of faculty participation in IT decision making has been significantly curtailed; and

WHEREAS the University’s Information Technology Steering Committee, which historically included an elected faculty representative from the University Faculty Senate alongside campus CIOs and chaired by the Vice Chancellor for Information Technology and Chief Information Officer, was dissolved in 2023; and

WHEREAS the University’s Committee on Academic Technology, which includes two faculty representatives from the University Faculty Senate alongside two appointed representatives from each campus, has been notified that meetings will be convened by the administration on an “as

needed” basis, solely at the discretion of administration and without further clarification on what measures determine such need; and

WHEREAS the University faces urgent issues in information technology including cybersecurity attacks, artificial intelligence, data governance, changes in classroom technology, and aging network infrastructure, among others; and

WHEREAS the University is both an educational and research-intensive environment that requires technological infrastructure, implementations, standards, and policies that differ from municipal or state agency requirements; and

WHEREAS the University has recently created new administrative leadership roles including a Chief Academic AI Officer and a University Dean for Technology and Computer & Information Sciences; and

WHEREAS effective shared governance requires the participation of the faculty in all important institutional decisions, not just those related to purely academic matters for which it holds primary authority;^[1]

THEREFORE, **BE IT RESOLVED** that the University Faculty Senate calls on the Chancellor to affirm the necessity of meaningful faculty participation in developing strategic direction for technology acquisition, implementation, and maintenance across the University; and

BE IT FURTHER RESOLVED that the University Faculty Senate calls on the Chancellor to work with the University Faculty Senate: 1) to conduct a thorough review of the University’s technology committees, both academic and non-academic; and 2) to identify and implement an appropriate structure that includes regular and full faculty participation in institutional decisions related to the University’s overall technology strategy.

Adopted the 6th day of May 2025 by the University Faculty Senate of the City University of New York

^[1] AAUP Statement on Government of Colleges and Universities

(1966), <https://www.aaup.org/report/statement-government-colleges-and-universities>

Resolution to Build a New York State Alliance in Defense of Higher Education: Teaching, Research, and Academic Freedom

WHEREAS, Recent and escalating politically motivated actions by governmental bodies pose a significant threat to the foundational principles of American higher education, including the integrity of scientific research, the autonomy of higher education governance, and the rights of academic freedom and to political speech; and

WHEREAS, The CUNY system is part of an immense network that bears a proud tradition of public higher education, serving as an engine of equity and upward mobility that advances the well-being of all residents of the City and State of New York; and

WHEREAS, The preservation of one institution’s integrity is the concern of all, and an infringement against one public college or university in the State of New York shall be considered an infringement against all; and

WHEREAS, College and university governance bodies around the United States, including the University Faculty Senate of the State University of New York, have called upon their administrative leaders to commit to a policy of mutual alliance and defense in the face of assaults on academic freedom and freedom of speech; therefore

NOW, THEREFORE, BE IT RESOLVED, That the University Faculty Senate of the City University of New York endorses a statement, Together We Stand^[1], by its executive committee calling for unity to preserve the central role higher education plays in civic society.

BE IT, FURTHER RESOLVED, That we, like our executive committee, call on the CUNY Board of Trustees and the CUNY Chancellery to recognize and respond to attacks on the fundamental right to higher education by formally proposing and taking a leading role in establishing and fortifying an alliance among the public colleges and universities of New York State in defense of higher education: teaching, research, and academic freedom. This compact would mobilize all members of the alliance to defend and preserve these institutions and the resources they have built to further the common good.

BE IT, FURTHER RESOLVED, That we call on the state to engage in necessary legal actions and provide financial support to CUNY and SUNY to defend the integrity and principles of higher education in the State of New York. [^1] <https://www1.cuny.edu/sites/cunyufs/wp-content/uploads/sites/48/2025/04/Together-We-Stand.pdf>

[1] <https://www1.cuny.edu/sites/cunyufs/wp-content/uploads/sites/48/2025/04/Together-We-Stand.pdf>

Adopted on the 6th day of May 2025 by the University Faculty Senate of the City University of New York

Curated Record of 2025 Political Impacts on US Higher Education and CUNY specifically CUNY Tracker

[https://urldefense.com/v3/__https://cunytracker.github.io/CUNYTracker/__;!!PxiZbSOawA!II96rUReiLPCGj_-udax3Egpo8t7a9JTJP5-Kxr33SqBUGDtstFT408-jsiT_h-92Oi4H2uJKXqcg3zuBWO8PcybI0ODcrFeRG4z\\$](https://urldefense.com/v3/__https://cunytracker.github.io/CUNYTracker/__;!!PxiZbSOawA!II96rUReiLPCGj_-udax3Egpo8t7a9JTJP5-Kxr33SqBUGDtstFT408-jsiT_h-92Oi4H2uJKXqcg3zuBWO8PcybI0ODcrFeRG4z$)