



The York College Senate  
Meeting of Tuesday, May 12, 2020  
Senate Plenary - 12:30pm  
(Online: Blackboard Collaborate Ultra with CHROME browser)

## AGENDA

1. Call to Order
2. Approval of Minutes: April 28, 2020
3. President's Report
4. Student Caucus Report
5. Faculty Caucus Report
6. Standing Committee Reports
  - May Curriculum Committee (Beaton)
    - i. New Course – Biology (BIO 111 – First-Year Seminar in Biology)
    - ii. Course Changes – Social Work (SCWK 300, SCWK 400, SCWK 470, SCWK 480)
    - iii. Minor redesign - Teacher Education
    - iv. Major redesign – Biology (B.S. and B.A.), Social Work
  - Instruction and Professional Development Committee (Keiler)
    - i. Online/hybrid instruction proposal
7. New Business- TBA
8. Adjournment

Name	Role	AttendeeType	First join	Last leave	Total time Joins	
Laura Beaton	Participant	Guest	5/12/20 12:06	5/12/20 14:00	1:54:35	1
P. Meleties	Participant	Guest	5/12/20 12:25	5/12/20 14:00	1:35:00	1
Sharon Davidson	Participant	Guest	5/12/20 12:28	5/12/20 12:40	0:11:52	1
Berenicea	Participant	Guest	5/12/20 12:29	5/12/20 14:00	1:30:51	1
Thitima Srivatanakul	Participant	Guest	5/12/20 12:30	5/12/20 14:00	1:30:11	1
Ismael Perez	Participant	Guest	5/12/20 12:30	5/12/20 14:00	1:29:52	1
Deborah Majerovitz	Participant	Guest	5/12/20 12:30	5/12/20 14:02	1:31:40	1
Luis Trias	Participant	Guest	5/12/20 12:31	5/12/20 14:01	1:30:23	1
Sharon Davidson	Participant	Guest	5/12/20 12:31	5/12/20 14:11	1:39:12	1
Dana Trimboli	Participant	Guest	5/12/20 12:33	5/12/20 12:43	0:10:28	1
Dana Trimboli	Participant	Guest	5/12/20 12:34	5/12/20 14:00	1:26:25	1
Robin Harper	Participant	Guest	5/12/20 12:36	5/12/20 13:24	0:48:41	1
La Toro Yates	Participant	Guest	5/12/20 12:55	5/12/20 14:01	1:05:49	1
Yolanda Small	Moderator	Integration	5/12/20 12:03	5/12/20 14:04	2:00:17	2
Assoc. Prof. Thomas P. Moore	Participant	Integration	5/12/20 11:57	5/12/20 14:00	2:02:47	2
Michael O Sharpe	Participant	Integration	5/12/20 12:11	5/12/20 14:00	1:49:32	1
Eva Cristina Vasquez	Participant	Integration	5/12/20 12:11	5/12/20 14:00	1:48:53	1
Professor Nadine Donahue	Participant	Integration	5/12/20 12:12	5/12/20 14:00	1:48:09	1
Todd L. Simpson	Participant	Integration	5/12/20 12:13	5/12/20 14:00	1:46:56	1
Dr. Geraldo Vasquez	Participant	Integration	5/12/20 12:16	5/12/20 14:00	1:43:54	1
Daniel McGee	Participant	Integration	5/12/20 12:19	5/12/20 14:00	1:41:14	1
Phoebe Marie Massimino	Participant	Integration	5/12/20 12:21	5/12/20 14:00	1:39:19	1
Lecturer Reinold G McNickle	Participant	Integration	5/12/20 12:22	5/12/20 14:00	1:38:39	1
William A Ashton	Participant	Integration	5/12/20 12:22	5/12/20 13:59	1:37:08	1
Winie Chery	Participant	Integration	5/12/20 12:22	5/12/20 14:00	1:38:11	1
Radoslaw Wojciechowski	Participant	Integration	5/12/20 12:23	5/12/20 14:01	1:37:33	1
Pavitri Dhanpaul	Participant	Integration	5/12/20 12:25	5/12/20 14:00	1:35:04	4
Rishi Nath	Participant	Integration	5/12/20 12:26	5/12/20 14:00	1:34:15	1
Krishna Fnu	Participant	Integration	5/12/20 12:26	5/12/20 14:01	1:34:12	1
Dr. Leslie Keiler	Participant	Integration	5/12/20 12:27	5/12/20 14:01	1:33:15	1
Annmarie Veeria	Participant	Integration	5/12/20 12:28	5/12/20 14:00	1:32:30	1
Adam A Profit	Participant	Integration	5/12/20 12:28	5/12/20 14:01	1:32:36	1
Nina I Buxenbaum	Participant	Integration	5/12/20 12:28	5/12/20 14:00	1:32:18	1
Professor Elise K Henry	Participant	Integration	5/12/20 12:28	5/12/20 14:00	1:32:09	1
Chamiqua Loswijk	Participant	Integration	5/12/20 12:30	5/12/20 14:00	1:30:01	1
Dr Louis Bradbury-Boyd	Participant	Integration	5/12/20 12:30	5/12/20 14:01	1:31:00	1
Jacob Apkarian	Participant	Integration	5/12/20 12:31	5/12/20 14:00	1:27:29	2
Selena Rodgers	Participant	Integration	5/12/20 12:32	5/12/20 14:00	1:27:27	3
Cassandra Silva Sibilin	Participant	Integration	5/12/20 12:32	5/12/20 14:00	1:28:21	1
Andrea C Silva	Participant	Integration	5/12/20 12:32	5/12/20 14:00	1:27:59	2
Diane Deutsch-Keahey	Participant	Integration	5/12/20 12:33	5/12/20 14:01	1:27:45	1
Dr Lloyd Amaghionyeodiwe	Participant	Integration	5/12/20 12:33	5/12/20 14:00	1:26:56	2
Lesley Emtage	Participant	Integration	5/12/20 12:34	5/12/20 13:58	1:24:22	1
Ratan K Dhar	Participant	Integration	5/12/20 12:34	5/12/20 14:02	1:27:39	3
Amy Y Ortega	Participant	Integration	5/12/20 12:34	5/12/20 14:00	1:16:12	2
Elizabeth J Meddeb	Participant	Integration	5/12/20 12:34	5/12/20 13:59	1:24:13	1
Aegina Barnes	Participant	Integration	5/12/20 12:35	5/12/20 13:52	1:12:59	4
Wilkins Cerdá	Participant	Integration	5/12/20 12:35	5/12/20 13:58	1:22:20	1
Roza Yegoryan	Participant	Integration	5/12/20 12:36	5/12/20 14:00	1:23:42	1
Tracey M Ellis	Participant	Integration	5/12/20 12:42	5/12/20 14:02	1:19:42	1
Lou D'Alotto	Participant	Integration	5/12/20 12:44	5/12/20 14:00	1:16:23	1
Wayne D Dawkins	Participant	Integration	5/12/20 13:12	5/12/20 14:01	0:33:30	4
2362	Participant	Telephony	5/12/20 12:27	5/12/20 14:03	1:36:12	1
2010	Participant	Telephony	5/12/20 12:33	5/12/20 14:01	1:27:42	1

# Minutes – Senate Plenary May 12<sup>th</sup>, 2020



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## Poll #1: Call to Order

- First Response: Hand Raise (\_McNickle)
- Seconded: Hand Raise (\_Vasquez)
- Meeting called to order at 12:35pm

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Poll #2:

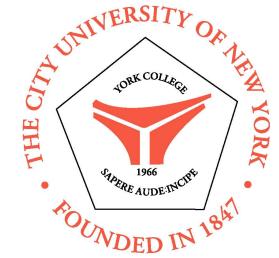
Motion to Approve April Minutes (Vote)

- First Response: Hand Raise (\_Ashton)
- Seconded: Hand Raise (\_Donahue)

1. In favor – Aye (\_36)
2. Opposed – Nay (\_0)
3. Abstain (\_0)

# Minutes – Senate Plenary May 12<sup>th</sup>, 2020



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## President's Report (IP Eanes)

1. Virus response unit at York.
2. Volunteer Emergency Team to call and check-in with students.
3. Commencement postponed (virtual salutes, Town Hall address).
4. Strategic Plan rolled out now.
5. Covid testing in our parking lot for the community and first responders.
6. Only essential staff allowed on campus.
7. Budget tightness to be expected. Identify efficiencies. Look at revenue generating situation still top priority.

## 8. Academic Affairs report (Provost Meleties)

1. CTLET panel on final exams (best practices shared)
2. Academic continuity plan (CR/NC policy, Grades submitted by May 28)
3. Registration for Summer and Fall 2020 ongoing
4. Attestation form on academic continuity (submitted to CUNY by the end of the week)

## 9. Budget report (Sen. Perez)

1. FY20 – proceed cautiously, hoping to break even by June 30<sup>th</sup>, end of FY.
2. FY21 – budget cuts expected.
3. FY21 budget submission deadline is May 15<sup>th</sup>.
4. Rolled out new Bursar policy (for students with balances < \$500 (this is about 28% of our students); for students with >\$500 another plan is being considered (this is mostly international students).
5. Looking at revenue generating entities (track and field offline for 10 yrs, continuing education wasn't sustainable, PAC closed, focus on fundraising efforts, looking at budget cutting scenarios at the 10% level)

## 10. Enrollment (AVP Yates)

1. Copy of the chat (on the next slide)

## 11. Facilities (CoS Trimboli)

1. Presential search underway; will meet by the end of the month; Dana is the liason to this committee.
2. Fundraising: \$20k in seed gift for One York Student emergency fund; \$50k so far in total.
3. Covid-liason; this group meets to strategize about our future reopening.
4. Facilities: regulations caused delays; cafeteria project starting in the fall.

## 12. Thank you to Sen. Ashton for years of service to the Faculty Caucus (Sen. Massimino)

1. Quotes from senators
2. Round of applause

# Minutes – Senate Plenary May 12<sup>th</sup>, 2020

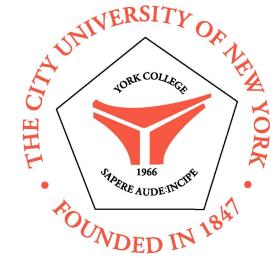


## 1. Enrollment (AVP Yates)

- We have 102 freshmen registered vs. 65 year over year.
- We have 65 transfers registered vs. 64 year over year.
- Overall headcount is at 2508 vs. 3,022 year over year (-6.2%)-- 514
- University Head count 83,789 vs. 107,887 year over year (-8.9%)-24,000
- We held our fourth Info Session on 5/8. We had 56 students attend which brings our total to 235 students that have attended a virtual session (yesterday we hosted 15 prospective athletes virtually. They are included in the total). We will host six more sessions, that will include sessions from each of the three schools.
- Hootsuite will be used as a social media campaign to support virtual graduation.

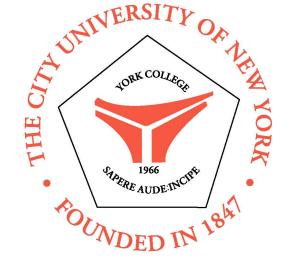
Comment from the floor pointing to this article: <https://www.newyorker.com/culture/cultural-comment/the-pandemic-is-the-time-to-resurrect-the-public-university>

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# Minutes – Senate Plenary May 12<sup>th</sup>, 2020



## Student Caucus Report

1. Thanks to Sen. Ashton, IP Eanes, Staff and Faculty, Graduates!

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# Minutes – Senate Plenary May 12<sup>th</sup>, 2020



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# Faculty Caucus Report

Dr William Ashton

May 12, 2020

# Regarding Next Fall Classes

1. We understand the state's, CUNY's and York's Administration's position.
2. We understand the situation is changing and will likely change again on June 15th.
3. We implore the York and CUNY administrations to understand that faculty motives are based on the welfare of our students.
4. We remind the York administration that the 2003 Online resolution caps online classes at 20.
5. We wish to move forward in a spirit of negotiation and compromise.
6. In the spirit of shared governance we demand negotiation, and reject being locked out of the decision making process related to academic issues.
7. We must all remember that over 50% of our classes are taught by adjuncts. Thus adjuncts are part of York and we should make decisions with this in mind.

# **CURRICULUM COMMITTEE PROPOSAL**

## **ONLINE COURSES**

### **BACKGROUND**

*The Faculty Caucus and York College Senate passed the following resolution on October 28, 2003:*

1. Any new online courses should follow normal governance procedures;
2. If a section (s) of an existing (traditional) course is to be changed to an asynchronous or hybrid course, which precludes or reduces face to face meetings with students, then:
  - a. It must be approved at the departmental level as an experimental course for one semester, and;
  - b. The department must evaluate said course after the semester is complete and provide a written report of the evaluation to the College Curriculum Committee;
  - c. If the course is to be permanently offered as an asynchronous or hybrid then it must go through the College Curriculum Committee;
  - d. Then ultimate approval by the College Senate is required to continue.

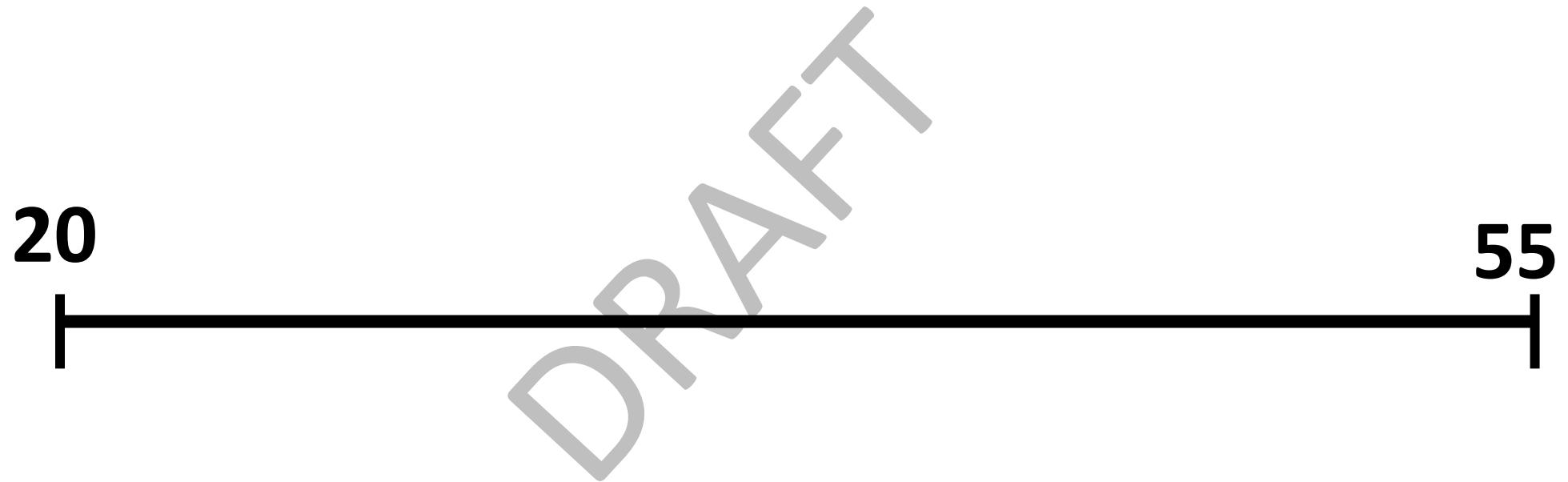
*NOTE: The College Curriculum Committee is charged with developing criteria for evaluation of converting existing traditional courses to asynchronous or hybrid courses.*

### **PROCEDURE FOR APPROVAL OF ONLINE COURSES**

## **INSTITUTIONAL SUPPORT FOR ONLINE COURSES**

1. Students should be able to obtain technical support and assistance from the Educational Technology Department at the college, either online or in person.
2. Enrollment in Online Courses is limited to twenty (20) students per section.
3. Space and equipment must be provided where the instructor may teach online without distraction or interruption.

A lot of room for negotiation!



# Thank you!

- Senators
  - FC & SGA
- Pavitri & Krishna

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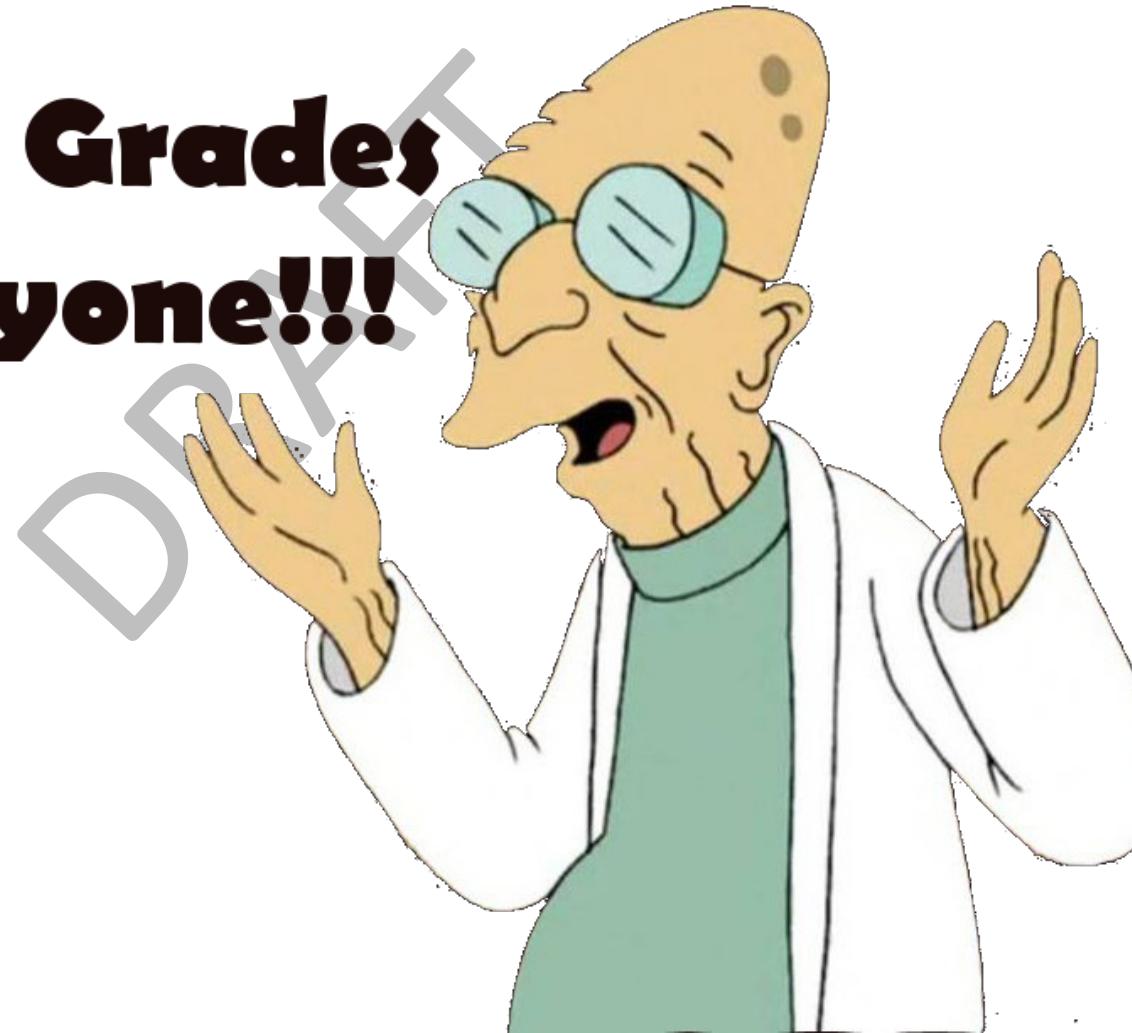
# Thank you!

- President Eanes
- Chief of Staff Trimboli

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About finals ...

**Good Grades  
Everyone!!!**



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# May Curriculum Report

- May Curriculum Committee (Beaton)
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# May Curriculum Report

## ➤ May Curriculum Committee (Beaton)

### 1. New course

#### 1.1. Biology

##### 1.1.1. BIO 111 First-Year Seminar in Biology

Instruction in the skills necessary to succeed in science degrees and an overview of career opportunities for biology majors.

Poll #3:

Motion to accept CCC 'New Course' (Vote)

- First Response: Hand Raise (\_Ashton)
- Seconded: Hand Raise (\_Donahue)

1. In favor – Aye (\_37)
2. Opposed – Nay (\_0)
3. Abstain (\_1)

# May Curriculum Report

- May Curriculum Committee (Beaton)

## 2. Course changes

### 2.1. Social Work

#### 2.1.1. SCWK 300

Update of pre-requisites

#### 2.1.2. SCWK 400

Course description changed to better reflect course content

#### 2.1.3. SCWK 470

Update of pre-requisites, removal of anti-requisites

#### 2.1.4. SCWK 480

Update of pre-requisites, course description changed to better reflect course content

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Poll #4:

Motion to accept CCC 'Course Changes' as a block  
(Vote)

- First Response: Hand Raise (\_Ashton)
- Seconded: Hand Raise (\_Emtage)

1. In favor – Aye (\_36)
2. Opposed – Nay (\_0)
3. Abstain (\_0)

# May Curriculum Report

## ➤ May Curriculum Committee (Beaton)

### 3. Minor redesign

#### 3.1. Teacher Education

##### 3.1.1. Teacher Education

Added a course

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## Poll #5:

Motion to accept CCC 'Minor Redesign' (Vote)

- First Response: Hand Raise (\_Dhar)
- Seconded: Hand Raise (\_Emtage)

1. In favor – Aye (\_39)
2. Opposed – Nay (\_0)
3. Abstain (\_0)

# May Curriculum Report

## ➤ May Curriculum Committee (Beaton)

### 4. Major redesign

#### 4.1. Biology

##### 4.1.1. Biology (BS)

##### 4.1.2. Biology (BA)

Added new BIO course to the major

## Poll #6:

Motion to accept CCC 'Major Redesign - Biology'  
as a block (Vote)

- First Response: Hand Raise (\_Emtage)

- Seconded: Hand Raise (\_Dhar)

1. In favor – Aye (\_35)
2. Opposed – Nay (\_2)
3. Abstain (\_1)

# May Curriculum Report

## ➤ May Curriculum Committee (Beaton)

### 4. Major redesign

#### 4.2. Social Work

##### 4.2.1. Social Work

Changes made to admission requirements, added  
'human diversity' courses – Council of Social Work  
Education (accrediting body)

## Poll #6:

Motion to accept CCC 'Major Redesign- Social Work' as a block (Vote)

- First Response: Hand Raise (\_Ashton)
- Seconded: Hand Raise (\_Emtage)

1. In favor – Aye (\_35)
2. Opposed – Nay (\_0)
3. Abstain (\_1)

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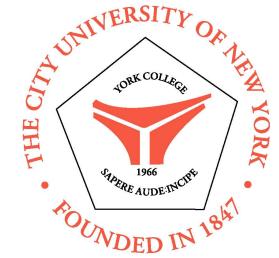
## Poll #7:

Motion to accept Online/hybrid instruction proposal (Vote)

- First Response: Hand Raise (\_Ashton)
- Seconded: Hand Raise (\_Emtage)

1. In favor – Aye (\_36)
2. Opposed – Nay (\_0)
3. Abstain (\_4)

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    - i. Online/hybrid instruction proposal (yes\_36; no\_0; abstain\_4)
7. New Business- TBA (Budget from Luis Trias – from CUNY central on loan to York)
8. Adjournment

# Minutes – Senate Plenary May 12<sup>th</sup>, 2020



## 1. New Business- TBA (Budget from Luis Trias – from CUNY central on loan to York)

1. Budget scenarios for FY21; Numbers presented for FY20 came from CUNY first.
2. 2019 expenditures: majority from tax levy funds as the source; College ended in a shortfall.
3. 2020 projected expenditures: another shortfall expected; tax levy funds are the maximum source.
4. The college needs other sources of funds (closed parking lot which contributes to Auxiliary funds).
5. Summer enrollment looks strong but students aren't able to pay as easily.
6. College needs to collect \$3M in cash over the next 6 weeks before FY 20 ends.
7. Projected Fall tuition increases, Funding for collective bargaining, CARES Act funding, Additional CARES Act funding.
8. Projected 10% reduction of tax levy funds in the budget.

### Note from IP Eanes:

- This is the first of many presentations.

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## Poll #8: Motion to Adjourn

- First Response: Hand Raise (\_Donahue)
- Seconded: Hand Raise (\_Henry)

DRAFT

# Minutes – Senate Plenary May 12<sup>th</sup>, 2020

Meeting Adjourned at 2:00pm



Thank you!



**Executive Summary**  
**May 2020 Curriculum Items**

**1. New course**

*1.1. Biology*

**1.1.1. BIO 111 First-Year Seminar in Biology**

Instruction in the skills necessary to succeed in science degrees and an overview of career opportunities for biology majors.

**2. Course changes**

*2.1. Social Work*

**2.1.1. SCWK 300**

**2.1.2. SCWK 400**

**2.1.3. SCWK 470**

**2.1.4. SCWK 480**

**3. Minor redesign**

*3.1. Teacher Education*

**3.1.1. Teacher Education**

**4. Major redesign**

*4.1. Biology*

**4.1.1. Biology (BS)**

**4.1.2. Biology (BA)**

*4.2. Social Work*

**4.2.1. Social Work**

**YORK College** | **CU**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person

**Please indicate items submitted for Committee approval**

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

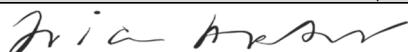
**Please provide an executive summary of your proposal**

New course that introduces Biology majors to the discipline.

**Department Curriculum Committee Approval**

Signature	Date
	04/27/20

**Department Approval**

Chairperson Signature	Date
	04/27/20

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

**YORK** College | **CU**  
**NY**  
Curriculum Committee Proposal Cover Sheet

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

Section AIV: New Courses

<b>Department</b>	Biology
<b>Career</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
<b>Academic Level</b>	<input checked="" type="checkbox"/> Regular
<b>Subject Area [Prefix]</b>	BIO
<b>Course Number</b>	111
<b>Course Title</b>	First-Year Seminar in Biology
<b>Catalogue Description</b>	Introduction to the field of Biology with a focus on the knowledge and practical skills necessary to succeed in undergraduate science courses and pursue on-campus research, career opportunities in research and medicine, and the admission requirements for medical school, graduate school, and other professional programs.
<b>Pre-requisite(s)</b>	None
<b>Co-requisite(s)</b>	BIO 201
<b>Credits</b>	2
<b>Contact Hours</b> [total (lecture, lab)]	2
<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Course Attribute</b> [WI; H-WEB; WEB]	
<b>General Education Component</b>	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> College Option</p> <p><input type="checkbox"/> Flexible</p> <p><input type="checkbox"/> World Cultures</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p> <p><input type="checkbox"/> Scientific World</p>

**Rationale:** This course is intended to improve student success in introductory biology courses and retention rates by teaching skills students may be lacking and by introducing students to the career opportunities available to Biology majors.

*Assessment:*

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

If so, please describe.

Assessment of student performance in BIO 201 (Biological Principles I) indicated that students were failing to learn the basic principles of biology. In addition, freshman retention in the Biology major is low (44%), likely due to the poor performance of students in the introductory Biology courses. BIO 111 has been created to both improve student success in the course by helping students develop the skills needed to succeed in an undergraduate science program and to increase retention rates by exploring career opportunities and encouraging students to become involved in science and research related activities on campus.

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

IRP Code:

**Biology 111 – Introductory Seminar for Biology Majors**  
*York College, The City University of New York*

**Lecture:**

**Instructor:**

**Office:**

**Phone:**

**E-mail:**

**Office hours:**

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**Course Description:**

2 hr lecture; 2 cr. Prereq: None. Co-req: BIO 201. In this course, students will learn the skills necessary to succeed in undergraduate science courses and the admission requirements for medical school, graduate school, and other professional programs, explore career opportunities in research and medicine, and be guided in their pursuit of on campus research opportunities.

**Objectives:**

- Acquire skills necessary to succeed in science courses, including the best way to approach lectures, readings, and assignments, study habits, and test taking strategies
- Become familiar with research opportunities on campus and how to establish relationships that will facilitate access to those opportunities
- Explore career opportunities and paths in the fields of medicine and research

**Required Text:**

Strickland and Strickland. *College Success: A Concise Practical Guide*, 6<sup>th</sup> ed. BVT Publishing. ISBN: 9781627513623

**Grading:**

**Assignments: 50%**

**Participation 10%**

**Campus Activities: 10%**

**Final Project: 30%**

**Tentative Schedule**

Week	Topic	Reading	Discussion Activity
1	Adjusting to college	Chapter 1 BIO 201 Syllabus	Teacher education
2	Organization	Chapter 2	Pharmaceutical sales
3	Lectures	Chapter 3	Technician
4	Lectures –tutorial		Law
5	Reading	Chapter 4	Medical and health service manager

6	Reading –tutorial		Financial analyst
7	Learning	Chapter 5	Genetic counselor
8	Learning – tutorial		Physician assistant
9	Writing	Chapter 7	Health communication specialist
10	Writing - tutorial		Science or medical illustrator
11	Connecting to Resources	Chapter 8	Clinical Trial Management
12	Balancing College Life	Chapter 9	Medical school
13	Planning for the Future	Chapter 10	Graduate school
14	Faculty/Undergraduate mentor presentations		Research on Campus

### **Discussion Activities**

Each week, guest speakers will be invited to discuss different career options for Biology majors.

### **Campus Activities**

Students are required to attend at least five on campus activities related to their field of study over the course of the semester. Activities can include club meetings, Pre-Med school events, the Natural Sciences Seminar Series, etc. All students will be required to attend a meet and greet social event to which faculty in the departments of Biology, Chemistry, and Health Sciences will be invited.

### **Plagiarism (York College's Academic Integrity Policy)**

**Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but this is not an exhaustive list:**

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Students who plagiarize will be brought before the Academic Integrity Committee for disciplinary action.

### **Late Work**

Late work will be penalized 10% each day it is late, including weekends. For example, one day late = 10% penalty; two days = 20% penalty.

### **Academic Integrity**

By enrolling in this course, students agree to act with honesty and integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, sabotage, and falsification of records. It is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. For definitions and an explanation of specific policies, see the College's Academic Integrity Policy on the York College Website:

<http://york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/view?searchterm=academic+integrity>. Should the instructor become aware of any suspicious dishonest activity, the instructor is required by College policy to submit a report of suspected academic dishonesty (cheating, plagiarism, damage to lab materials, etc.) to the Department Chair and the Dean of Students office. This report becomes part of your permanent file and may result in serious penalties.

If a student is found guilty of Academic dishonesty and received a penalty, the grade affected by this penalty can not be dropped.

### **Policy on INC grades**

A student who, because of extenuating circumstances, is absent from the final examination and has completed the work for the course with a passing average may be assigned an INC grade at my discretion. I must be consulted (in person, by phone or by e-mail) within 24 hours of the final exam to be considered for this option. If approved, the student will have up to three weeks in the subsequent semester within which to take the final and have the grade resolved. If not resolved, the INC grade will be changed to FIN by the Registrar's Office and be considered an F when computing the academic index.

A student who has taken the final examination, but, because of extenuating circumstances, has not completed the work for the course, and has a passing average may, at my discretion, receive an INC grade. The student must receive my permission for this option before the last day of class. If I agree, the student will have up to 10 weeks in the subsequent semester to complete the work and have the grade resolved. If not resolved in this time frame, the INC will be changed to FIN by the Registrar's Office and be considered an F when computing the academic index.

### **Accommodations for disabled students**

Students with disabilities who will be taking this course and may need disability-related accommodations should visit the following website for information of accessibility resources.

<http://www.york.cuny.edu/it/acet/online-hybrid-course-support/accessibility-resources>

### **Student Support Services**

Outside class, York College Student Support Services provides counselling, tutoring, computer resources and study skills workshops to improve your academic performance. Please visit AC-3E03 or visit their web site for more information:

<http://york.cuny.edu/student-development/support-services/services-activities>.

Department/Discipline	Contact Person
Social Work Department	Shirell Roebuck - <a href="mailto:sroeback@york.cuny.edu">sroeback@york.cuny.edu</a>

**Please indicate items submitted for Committee approval**

<input type="checkbox"/>	New Major Design	<input type="checkbox"/>	New Minor Design	<input type="checkbox"/>	New Program
<input checked="" type="checkbox"/>	Revised Major Design	<input type="checkbox"/>	Revised Minor Design	<input type="checkbox"/>	Revised Program
<input type="checkbox"/>	New Course Proposal	_____			
<input checked="" type="checkbox"/>	Course Change Proposal	SCWK 300, SCWK 400, SCWK 470, SCWK 480			
<input type="checkbox"/>	Course Deletion	_____			

**Please provide an executive summary of your proposal**

The BSSW Program changes:

1. Admissions criteria has changed,
2. An additional required course in Human Diversity as part of the major,
3. Additional selections of "Human Diversity" courses
4. Eliminate AC101 as a Pre-requisite & Co-requisite for SCWK 300.

**Department Curriculum Committee Approval**

Signature	Date
Gila M Acker #10851047/Shirell Roebuck	4/23/2020

**Department Approval**

Chairperson Signature	Date
Gila M Acker #10851047	4/23/2020

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached
Department of World Languages, Literatures, and Humanities			
Department of History, Philosophy, and Anthropology			

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

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

Section AV: Course Changes

FROM		TO	
<b>Department</b>	Social Work	<b>Department</b>	Social Work
<b>Course</b> [Prefix, #, title]	SCWK 300 Generalist Social Work Practice I and Skills Laboratory	<b>Course</b> [Prefix, #, title]	SCWK 300 Generalist Social Work Practice I and Skills Laboratory
<b>Prerequisite(s)</b>	SCWK 203, SCWK 293, AC101,	<b>Prerequisite(s)</b>	1. SCWK 203, 2. SCWK 293,
<b>Corequisite(s)</b>	AC101, ANTH 101, PSY 216	<b>Corequisite(s)</b>	1. ANTH 101, 2. PSY 214 or PSY 216
<b>Hours</b> [total (lecture, lab)]	4hrs	<b>Hours</b> [total (lecture, lab)]	4hrs
<b>Credits</b>	3	<b>Credits</b>	3
<b>Catalogue Description</b>	Examination of the generalist model of social work practice with focus on intervention with individuals. Development of the professional, communication and interviewing skills in the laboratory.	<b>Catalogue Description</b>	Examination of the generalist model of social work practice with focus on intervention with individuals. Development of the professional, communication and interviewing skills in the laboratory.
<b>Liberal Arts</b>	[ ] Yes [ X ] No	<b>Liberal Arts</b>	[ ] Yes [ X ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English Composition</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Science</li> </ul> <p><input type="checkbox"/> Flexible</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> World Cultures</li> <li><input type="checkbox"/> US Experience in its Diversity</li> <li><input type="checkbox"/> Creative Expression</li> <li><input type="checkbox"/> Individual and Society</li> <li><input type="checkbox"/> Scientific World</li> </ul> <p><input type="checkbox"/> College Option</p>	<b>General Education Component</b>	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English Composition</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Science</li> </ul> <p><input type="checkbox"/> Flexible</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> World Cultures</li> <li><input type="checkbox"/> US Experience in its Diversity</li> <li><input type="checkbox"/> Creative Expression</li> <li><input type="checkbox"/> Individual and Society</li> <li><input type="checkbox"/> Scientific World</li> </ul> <p><input type="checkbox"/> College Option</p>

Effective	Fall 2021	Effective	Fall 2021
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Rationale:

Eliminate AC101 no longer exists. PSY 214 added as an option so that more students can have access to this course.

*Assessment:*

Is this an administrative change? **Yes**

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

If so, please describe.

**This is not a result of a departmental assessment.**

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

**Yes, knowledge obtained from this course will be assessed via an assessment tool and conducted every semester that measures the effectiveness of the BS Social Work Program and the Student Learning Outcomes. This assessment plan meets the requirements for both the accrediting organizations, CSWE and for the College Middle States Assessment Plan.**

Program Code:

80270

HEGIS

2104.00

Section AV: Course Changes

FROM		TO	
<b>Department</b>	Social Work	<b>Department</b>	Social Work
<b>Course</b> [Prefix, #, title]	SCWK 400 Generalist Social Work Practice III	<b>Course</b> [Prefix, #, title]	SCWK 400 Generalist Social Work Practice III
<b>Prerequisite(s)</b>		<b>Prerequisite(s)</b>	
<b>Corequisite(s)</b>	SCWK 350, SCWK 360, SCWK 370	<b>Corequisite(s)</b>	SCWK 350, SCWK 360, SCWK 370
<b>Hours</b> [total (lecture, lab)]	3 Lecture	<b>Hours</b> [total (lecture, lab)]	3 Lecture
<b>Credits</b>	3	<b>Credits</b>	3
<b>Catalogue Description</b>	<del>Continued examination of the generalist model of social work practice with focus on intervention with formal organizations and communities. Development of professional skills in direct action-advocacy, bargaining, conflict resolution and evaluation. This is a Writing Intensive Course.</del>	<b>Catalogue Description</b>	<p><u>This course provides students with concepts and skills for working with communities and formal organizations emphasizing transactions among individuals, families, neighborhoods, formal organizations, and larger systems.</u></p> <p><u>This course introduces students to the epistemological system that includes theoretical foundation, deontological</u></p>

			<u>framework, and empirical knowledge in relevance to community wellness. This is a Writing Intensive Course.</u>
<b>Liberal Arts</b>	[ ] Yes [ X ] No	<b>Liberal Arts</b>	[ ] Yes [ X ] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<p><u><b>X</b></u> Not Applicable  <u>Required</u></p> <ul style="list-style-type: none"> <li><u>  </u> English Composition</li> <li><u>  </u> Mathematics</li> <li><u>  </u> Science</li> </ul> <p><u>Flexible</u></p> <ul style="list-style-type: none"> <li><u>  </u> World Cultures</li> <li><u>  </u> US Experience in its Diversity</li> <li><u>  </u> Creative Expression</li> <li><u>  </u> Individual and Society</li> </ul> <p><u>  </u> Scientific World  <u>College Option</u></p>	<b>General Education Component</b>	<p><u><b>X</b></u> Not Applicable  <u>Required</u></p> <ul style="list-style-type: none"> <li><u>  </u> English Composition</li> <li><u>  </u> Mathematics</li> <li><u>  </u> Science</li> </ul> <p><u>Flexible</u></p> <ul style="list-style-type: none"> <li><u>  </u> World Cultures</li> <li><u>  </u> US Experience in its Diversity</li> <li><u>  </u> Creative Expression</li> <li><u>  </u> Individual and Society</li> </ul> <p><u>  </u> Scientific World  <u>College Option</u></p>
<b>Effective</b>	Fall 2021	<b>Effective</b>	Fall 2021

Rationale:

The course description is changed to better reflect the course content.

Assessment:

Is this an administrative change? **YES**

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

If so, please describe.

**This is not a result of a departmental assessment**

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

**Yes, knowledge obtained from this course will be assessed via an assessment tool and conducted every semester that measures the effectiveness of the BSSW Program and the Student Learning Outcomes. This assessment plan meets the requirements for both the accrediting organizations, CSWE and for the College Middle States Assessment Plan.**

Program Code: HEGIS  
80270 2104.00

# **York College of the City University of New York**

## **Social Work Program**

### **SCWK 400**

#### **Generalist Practice III: Working With Communities**

#### **COURSE SYLLABUS**

##### **Bulletin Course Description**

Generalist Social Work Practice III. 3 hrs.; 3 cr. Prereq – formal admission to the Social Work Program. This course provides students with concepts and skills for working with communities and formal organizations. It emphasizes transactions among individuals, families, neighborhoods, formal organizations, and larger systems. This course introduces students to the epistemological system that includes theoretical foundation, deontological framework, and empirical knowledge in relevance to **community wellness**. *This is a Writing Intensive Course.*

##### **Course Overview**

This course provides students with concepts and skills for working with communities and formal organizations. It emphasizes transactions among individuals, families, neighborhoods, formal organizations, and larger systems. This course introduces students to the epistemological system that includes theoretical foundation, deontological framework, and empirical knowledge in relevance to **community wellness**. Students are expected to acquire a profound understanding of communities of people as complex systems, engage in analysis of communities in terms of toxic threats and wellness opportunities. Students will work in toward a final product that will impact communities through improved awareness, better understanding, and wellness-oriented behaviors. This course builds on students' understanding of social problems in SCWK 203 and prepares them for their capstone course in SCWK 480.

##### ***Writing Intensive Course***

This course builds on the foundational courses, English 125 and Writing 303. The “scaffolding” methodology in teaching writing is utilized to attain course goals and complete course projects. Written assignments are designed to develop students' writing competence through the sequence of activities that include initial hand-written opinion-based paper, peer review, literature research, drafting and revision, drawing on the learning of foundational course, informal reading, critical thinking, and in-class writing activities are also used throughout the semester. Writing assignments are designed to enhance learning of core concepts taught in this course. Ideas from each paper will be used in development of the final course product.

## **Required Main Text**

Netting, F.E., Kettner, P.M., McMurry, S.L. & Thomas, M.L. (2017). *Social Work Macro Practice*. (6<sup>th</sup> ed) Pearson Education, Inc.

## **Supplemental Readings**

In addition to the readings and resources listed below, the instructor may distribute handouts, journal articles, or other resources. A copy of all course texts and additional readings will be placed on reserve in the York College library or on Blackboard.

Bussel, R. (2003). Taking on "Big Chicken": The Delmarva Poultry Justice Alliance. *Labor Studies Journal*, 28(2), 1-24. DOI: 10.1353/lab.2003.0034

Giffords, E.D., Guercia, R., & Kass, D. (2010). A model for change: Legislative advocacy to improving access for the uninsured and underinsured in New York State. 18(5), 5-18.

Nikrin, B.T. (2005). Community organizing and citizen involvement: Case studies from the Twin Cities Training Program for Neighborhood Organizers. *Cura Reporter*, 35(1), 7-12.

Vanootec, I. & Castelloe, P. (2006). Participation in a grassroots Latino center: A case study of Centro de Enlace of Yancey County, NC. *Center for Participatory Change*. Asheville, N.C. 1-11. Author.

Wineburg, R. The reverend and me. In Fauri, D.P., Wernet, S.P., & Netting, F.E. (2008). *Cases in Macro Social Work Practice*. Boston: Pearson.

Burghardt, S. (2011). *Macro practice in social work for the 21<sup>st</sup> century*. Thousand Oaks, CA: SAGE.

Rubin, H. & Rubin, I. (2001). *Community organizing and development*. (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn & Bacon.

Alinsky, S. D. (1971). *Rules for radicals: A pragmatic primer for realistic radicals*. New York: Vintage Books.

## **Goals**

Goal #1: Develop professional social work attitudes, behaviors, and communication skills based on the foundation of professional social work values and ethical principles.

Goal #2: Develop a strong intellectual foundation of analytical skills and research methods to understand the existing knowledge and develop new models of professional intervention.

Goal #3: Develop culturally-competent empowerment-based practice skills to promote understanding, sensitivity and social justice for marginalized and oppressed client systems.

Goal #4: Integrate the knowledge of scientific theories into the bio-psycho-social and political systems approaches in order to understand human systems on micro-, mezzo, and macro-levels of social work practice

Goal #5: Demonstrate competence in the generalist social work practice skills of engagement, assessment, intervention and evaluation skills in working with diverse individuals, families, groups, organizations, and communities

Goal #6: Develop a coherent body of applicable knowledge by integrating the liberal arts foundation with professional knowledge and interconnecting various components of the Program

Goal #7: Develop an understanding of community functioning as a dialectic juxtaposition of wellness and toxicity

Goal #8: Demonstrate the ability to work in groups on projects toward tangible goals that are beneficial to community wellness.

### **CSWE 2015 Core Competencies & Behaviors**

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations and communities

<b>Competency</b>	<b>Student Learning Outcomes</b>	<b>Measures</b>	<b>Dimensions</b>
<b>Competency 3:</b> Advance human rights and social, economic and environmental justice	<b>3.2</b> Engage in practices that advance social, economic, and environmental justice	Midterm Paper	Knowledge, Values
<b>Competency 7:</b> Assess individuals, families, groups, organizations and communities	<b>7.4</b> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Final Multiple-Choice Exam	Knowledge, Skills
<b>Competency 8:</b> Intervene with individuals, families, groups, organizations and communities	<b>8.1</b> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Final Group Document	Knowledge, Values, Skills, Cognitive/Affective

### **Instructional Methods**

The primary methods of instruction will include class discussion, lecture, question and answer sessions, and in-class writing exercises. In addition, the instructor may use electronic media presentations, the internet, guest speakers, and student presentations to enhance the learning environment. Working in groups on wellness-related projects toward tangible results is the main instructional methodology.

## Assignments

	Type of Assignment	% of the Final Grade	Date Due
1	Low-stakes writing paper	5%	Week 2
2	Literature review	15%	Week 5
3	Midterm paper	20%	Week 7
4	Final group document	20%	Week 12
5	Final group presentation	15%	Week 14
6	Final exam	15%	Week 15
7	Professional behavior in class	10%	

## **WEEKLY COURSE OUTLINE**

### **Week 1: Introduction**

#### Concepts:

Values and ethics; social work values; macro-mezzo-micro-nano-levels social work practice continuum; integration; exploitation, media, professionalism, empathy, sympathy

#### Readings:

Netting et al: Chapter 1: An Introduction to Macro Practice in Social Work

NASW Code of Ethics

### **Week 2: Jane Addams & Co.**

Concepts: Social conditions, social reform, justice, human rights, oppression; exploitation, ideology, paradigm, dialectics

#### Readings:

Netting et al: Chapter 2: The Historical Roots of Macro Practice

Current web-based literature

#### Assignment:

Low-stakes writing paper

Groups formed

General project topic identified

### **Week 3: First Generation Family Therapy Theories cont.**

#### Concepts:

Culture, diversity, discrimination, racism, prejudice, stereotyping, globalization, indigenization; social problems; economic stratification, social class.

#### Readings:

Netting et al: Chapter 3: Engaging with Diverse Populations

Current web-based literature

#### Assignment:

Peer-review feedback

General project plan developed

### **Week 4: Understanding Communities**

#### Concepts:

Social research, assessment; quantitative/qualitative data, framing the problem; problem analysis; target population; evidence-based practice

Readings:

Netting et al: Chapter 4: Assessing Community and Organizational Problems

Assignment:

Project sub-topics identified

**Week 5: Understanding Communities - Continued**

Concepts:

Community; social systems theory; ecological theory; human behavior theories; practice models; strengths perspective capacity building

Readings:

Netting et al: Chapter 5: Understanding Communities

Current web-based literature

Assignments:

Individual Literature Review

**Week 6: Understanding Communities - Continued**

Concepts:

framework for assessment, engagement, community boundaries, community structures, community institutions, stakeholders

Readings:

Netting et al: Chapter 6: Assessing Communities

Assignment:

Group discussions

**Week 7: Midterm Evaluation**

Midterm overview

Assignment

Midterm paper due

Plans for final document and presentation formulated

**Week 8: Organizations**

Concepts:

Organizations, bureaucracy, management theories, organizational culture, power; open systems

Readings:

Netting et al: Chapter 7: Understanding Organizations

**Week 9: Organizations Continued**

Concepts:

Organizational assessment, mission, purpose, goals, objectives; action/service planning; effectiveness, efficiency; staff relations, staff motivation and buy-in

Readings:

Netting et al: Chapter 8: Assessing Human Service Organizations

Assignment:

Organizational activities re. project and research

**Week 10: Changing communities**

Concepts:

Target system, intervention, system capacity, media analysis, media utilization, public relations, social media; public image and exposure

Readings:

Netting et al: Chapter 9: Building Support for the Proposed Change

Current web-based literature

Assignment:

Project finalized

**Week 11: Strategies and Tactics of Community Organizing**

Concepts:

Political, economic context; practice dilemmas as ethical choices; resources, strategies, tactics, campaign

Readings:

Netting et al: Chapter 10: Selecting Appropriate Strategies and Tactics

**Week 12: Community Intervention**

Concepts:

Planning intervention, objectives, measurement, effectiveness

Readings:

Netting et al: Chapter 11: Planning, Implementing, Monitoring and Evaluating the Intervention

Assignment:

Final group document is due

**Week 13: Evaluation of Community-Organizing Projects**

Concepts:

census data, ethnographic research, community board analysis.

Readings:

Netting et al: Chapter 12: Monitoring and Evaluating the Intervention

Assignment:

Rehearsal of the final presentation

**Week 14: Grand Finale**

Assignment:

Final College-Wide Presentation

**Week 15: Final Exam**

Assignment:

Final in-class exam of conceptual framework

**E-Learning Systems**

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

**Reference Resources**

## **APA Manual**

*Publication manual of the American Psychological Association.* (6<sup>th</sup> ed.) (20011). Washington, D.C.: American Psychological Association. [www.apastyle.org](http://www.apastyle.org)

## **Purdue Online Writing Lab**

<http://owl.english.purdue.edu/owl/>

## **Columbia University School of Social Work Writing Center**

<http://www.columbia.edu/cu/ssw/write/handouts.html>

American Psychological Association. (2011). *Publication manual of the American Internet Resources*

The following websites may be helpful when gathering information related to the social work profession, journals, census data, community organization advocacy groups, legislation, international social work issues, and for additional reading for conducting community assessments and designing a social action campaign. When citing these and other Internet resources, please refer to and use APA style.

<a href="http://www.nasw.org">www.nasw.org</a>	National Association of Social Workers
<a href="http://www.congress.org">www.congress.org</a>	United States Congress
<a href="http://www.thomas.loc.gov">www.thomas.loc.gov</a>	Library of Congress
<a href="http://www.census.gov">www.census.gov</a>	United States Census Bureau
<a href="http://www.nyc.gov">www.nyc.gov</a>	New York City Web Site
<a href="http://www.advocate.nyc">www.advocate.nyc</a>	Public Advocate for The City of New York (Guide to C.O.)
<a href="http://www.statepolicy.org">www.statepolicy.org</a>	Influencing State Policy
<a href="http://www.unwire.org">www.unwire.org</a>	United Nations Global News for Human Rights
<a href="http://www.acorn.org">www.acorn.org</a>	Association of Community Organizations for Reform Now
<a href="http://www.acosa.org">www.acosa.org</a>	Association for Community Org. and Social Administration
<a href="http://www.tandf.co.uk">www.tandf.co.uk</a>	Journal of Community Practice
<a href="http://libraries.cuny.edu">libraries.cuny.edu</a>	City University of New York Office of Library Services*

\* *Social Work Abstracts* database is available at the York College library only.

## **Policy on Academic Integrity**

Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other's work and submitting it as one's own, complicity (allowing one's work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

Student resources and policies:

## **Division of Student Development**

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

**Tutoring Services**

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

**SEEK Program**

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

**Student Policies and Procedures**

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>

**Writing Resource**

To improve writing skills, students are encouraged to utilize the York College Writing Center, which is located in Room AC-1C1

**Guidelines for Professional Behavior in Class**

Class is a training ground for professional practice. Consider an agency staff meeting as a metaphor for a social work class. The standards of behavior that are appropriate to an agency staff meeting apply to class process. Students must exhibit professional behavior in class, and they will be graded accordingly. In the beginning of the semester, students will receive 10 points in the Prof. Behavior in Class column in the Grading Rubric. Each violation, as identified below, will reduce the score in the column by one point.

**The CSWE Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context:

\*In particular relevance to plagiarism

use reflection and self-regulation to manage personal values and maintain professionalism in practice situations:

\*Students must communicate in appropriate tone of voice and avoid excessive emotionality.

\*Expressions of low morale, fatigue, and general malaise are contagious and should be avoided in class. When such problems arise, please seek individual advisement from the instructor during his/her office hours and/or appropriate referrals

\*Students must act mature and demonstrate respect for each other and the instructor by eschewing giggling, eye-rolling, fidgeting, napping in class, rudeness, vulgar language, etc.

demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication:

\*Eating and snacking is a distraction and are not permitted. You may hydrate as needed.

\*Excessive traffic in and out the classroom should be avoided. Students must arrive to and leave the class on time. Breaks between classes are allowed to attend to personal needs.

\*Whereas formal attire is not required in class, students are expected to dress professionally and avoid display of inappropriate fashion.

\*While in class, students are expected to commit to class process and not to engage in extraneous endeavors of any kind

use technology ethically and appropriately to facilitate practice outcomes:

\*Phones should be turned off, not visible, and stored in a bag. Laptops and tablets may be used judiciously and with instructor's permission. Oversharing and inappropriate representations of self in social media should be avoided.

use supervision and consultation to guide professional judgment and behavior:

\*Maintain respectful demeanor in communications with the class instructor

\*Participate in class discussions regularly, constructively, and politely.

Revised 2/10/20



Section AV: Course Changes

FROM		TO	
<b>Department</b>	Social Work	<b>Department</b>	Social Work
<b>Course</b> [Prefix, #, title]	SCWK 470 Social Research Methods II	<b>Course</b> [Prefix, #, title]	SCWK 470 Social Research Methods II
<b>Prerequisite(s)</b>	SCWK 350	<b>Prerequisite(s)</b>	<u>Admission into Social Work Field Education Program.</u> SCWK 350
<b>Corequisite(s)</b>	SCWK 400, SCWK 410, SCWK 480	<b>Corequisite(s)</b>	SCWK 400, SCWK 410, SCWK 480
<b>Hours</b> [total (lecture, lab)]	3	<b>Hours</b> [total (lecture, lab)]	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Catalogue Description</b>	Application of the scientific method, the logic of experimentation, and rules of evidence to social data, with particular attention to analytic approach to building knowledge and skills, examination of quantitative and qualitative methods of social work research including: problem formulation, research designs, data collection, data processing, statistical	<b>Catalogue Description</b>	Application of the scientific method, the logic of experimentation, and rules of evidence to social data, with particular attention to analytic approach to building knowledge and skills, examination of quantitative and qualitative methods of social work research including: problem formulation, research designs, data collection, data processing, statistical

	analysis, computer skills required for scholarly work. <del>This course is not open to students with credit in ANTH 321 or SOC 321</del>		analysis, computer skills required for scholarly work.
<b>Liberal Arts</b>	[ ] Yes [ X ] No	<b>Liberal Arts</b>	[ ] Yes [X] No
<b>Course Attribute</b> [WI]		<b>Course Attribute</b> [WI]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>	Fall 2021	<b>Effective</b>	Fall 2021

Rationale:

**Eliminating Anti- Requisite/Cross-Listed Requisite** - The anti-requisites are being eliminated because the BSSW program was in the Behavioral Sciences Department and students in other disciplines within the Behavioral Sciences Department could take SCWK 400 course. Since the BSSW Program is now in the Social Work Department the courses ANT 321 and SOC 321 are no longer cross-listed. This course is specifically for social work students.

*Assessment:*

Is this an administrative change? **YES**

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

If so, please describe.

**This is not a result of a departmental assessment.**

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

Program Code: HEGIS  
80270 2104.00

**York College of The City University of New York**  
**Social Work Program**  
**SCWK 470**  
**Social Research Methods II**  
**COURSE SYLLABUS**

**Instructor Information**

**Semester:** **Instructor:**

**Day and Time:** **Phone:**

**Room:** **Email:**

**Office Hours and Room**

**Bulletin description:** Prereq: SCWK 350. Additional Prereq or Coreq (for SCWK students): SCWK 400, SCWK 410. Application of the scientific method, the logic of experimentation, and rules of evidence to social data, with particular attention to analytic approach to building knowledge and skills, examination of quantitative and qualitative methods of social work research including: problem formulation, research designs, data collection, data processing, statistical analysis, computer skills required for scholarly work.

**Course Overview: The Research Sequence**

This is the second course in a two-course sequence in social research. The purpose of the research sequence is to contribute to the preparation of generalist social science professionals who: 1) appreciate a scientific, analytic approach to knowledge building; 2) understand the concepts and procedures that are employed in the formal development of the knowledge base of the social sciences; 3) are able to use findings of social research to guide the development of evidence-based principles of professional practice so as to be able to provide high-quality services, initiate change, and improve practice, policy, and social service delivery; 4) are able to communicate about empirically based knowledge, including evidence-based interventions; and 5) are able to participate meaningfully in the research process to expand the social science knowledge base, including evaluation of policy and practice.

In light of the missions of the Social Work Department and York College, special attention is given to concepts and procedures that are commonly used in describing, analyzing and understanding oppressed groups, diverse cultures, urban settings and global perspectives. Examples of social science research are drawn largely from these domains; as well as from Social Science faculty and student publications. In considering empirical research as a means of developing the knowledge base of professional social science practice, the courses stress issues related to the conduct of research in social science professions, the relationship between research and practice, the application of principles of critical thinking to both research and practice, and the ethical considerations crucial in research.

The two courses in research form an integrated and articulated sequence within the concept of a spiral curriculum. That is, some of the material is presented at least twice – once in SCWK 350 and again, in SCWK 470 - the second time at a higher level of conceptualization, specificity, and with a greater level of understanding. The first course is a foundation course taken in the junior year. For Social Work students, the second course is taken in the senior year, either subsequent to or concomitant with, field placement. The second course builds upon the content of the first course, and demonstration of mastery of the content of the foundation course is a prerequisite for registering for the second course.

SCWK 470 continues knowledge acquisition begun in SCWK 350, of the basic content related to the research enterprise, in general, and evidence-based practice, in particular: propositions and variables in social science; conceptual and operational definitions of variables; causal inference in social science research; univariate and bivariate frequency distributions; central tendency, dispersion and shape as descriptors of a univariate frequency distribution; and ethical issues in the research enterprise. Social Work 470 also presents content related to validity, reliability, and error in measurement; sampling; external validity and internal validity of research design; experiments and quasi-experiments in social science research; and sampling distributions and probability. Finally, the course focuses on the application of these concepts to the reading of research reports that inform evidence-based practice.

**Required Main Texts:**

American Psychological Association. (2010). *Publication manual (6<sup>th</sup> ed.)*. Washington, DC: Author.

Babbie, E. (2016). *The practice of social research (14<sup>th</sup> ed.)*. Belmont, CA: Wadsworth.

**Supplemental Readings**

Additional readings will be provided on Blackboard.

**Course Learning Objectives**

Upon completion of the course, the scholar should be able to do the following:

1. Understand qualitative and quantitative research
2. Understand the conditions that are required for the valid interpretation of social work research findings - especially regarding findings for evidence based practice
3. Comprehend inferential statistical data in professional journals; particular attention will be paid to data relevant to oppressed groups, diverse cultures, urban settings and global perspectives
4. Apply the issues of measurement, research design and data analysis in the research enterprise
5. Apply the concepts of research in the reading of research reports – especially reports of evidence based practice

6. Use research findings in professional practice, i.e., to use research findings as a basis for evidence based practice (including micro and macro practice, the initiation of change, and the improvement of practice, policy, and social service delivery)
7. Understand the ethical issues in the research enterprise
8. Demonstrate the ability to search the literature for evidence based knowledge
9. Use the technology of electronic databases, including Psychological Abstracts, Sociological Abstracts, Social Work Abstracts, Medline, and ERIC.

### **Core Competencies**

Upon successful completion of Methods of Social Work Research scholars will show overall competence in each of the stated objectives of the course which are based on 2015 EPAS (Council on Social Work Education (CSWE). In written assignments, quizzes, and class discussion, scholars will be expected to:

Competencies	Outcome Measures (Assessment)	*Competency Dimension
Competency 1:  Demonstrate Ethical and Professional Behavior	<ol style="list-style-type: none"> <li>1. Complete and be prepared to discuss readings in class</li> <li>2. Research Proposal</li> <li>3. Presentation</li> <li>4. Plagiarism Certification</li> </ol>	<ol style="list-style-type: none"> <li>1. K, S, CAP</li> <li>2. K, S</li> <li>3. K, S</li> <li>4. K, S</li> </ol>
Competency 4: Engage In Practice-informed Research and Research-informed Practice	<ol style="list-style-type: none"> <li>1. Complete and be prepared to discuss readings in class</li> <li>2. Research Proposal</li> </ol>	<ol style="list-style-type: none"> <li>1. K, S, CAP</li> <li>2. K, S</li> </ol>
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ol style="list-style-type: none"> <li>1. Research Ethics Homework</li> </ol>	<ol style="list-style-type: none"> <li>1. K, CAP</li> </ol>

\* Knowledge, Values, Skills & Cognitive and Affective Process

### **Instructional Methods**

1. Presentation by instructor
2. Class exercises, e.g., small group work on reading research reports – especially evidence-based reports; presentation by small groups to whole class; interactive mock research conferences
3. Class discussions
4. Reading assignments

5. Writing assignments with instructor feedback
6. Examinations (Multiple quizzes, midterm, final)
7. Design of an evidence based research project
8. Reading of research reports
9. Searching databases for evidence based knowledge
10. Computer exercises
11. Opportunity to attend (and possibly present at) a professional research conference (York College Research Conference; Hunter Psychology Conference, when available)

### **Assignments/Evaluation of Student Performance**

	Type of assignment	% of the total grade
1	Research Ethics Homework	15%
2	Operationalization of Concepts	10%
3	Annotated Bibliography	10%
4	Data Collection/Analysis Assignment	10%
5	Research Proposal Written Oral	20% 10%
6	Plagiarism Certificate	5%
7	Final Examination (this is a departmental exam that is given in class during Finals Week; it is an objective-type exam and is cumulative)	20%

### **E-Learning Systems**

The Instructor will use at least two forms of technology in the service of the course: 1) Blackboard (e.g., for Email, Course Documents); 2) internet (for literature searches); 3) Whiteboard (if available) for, e.g., outlines, demonstrations).

### **Reference Resources**

#### Websites:

National Association of Social Workers <http://www.socialworkers.org>

American Sociological Association [www.asanet.org](http://www.asanet.org) American

Anthropological Association [www.aaanet.org](http://www.aaanet.org) American

Psychological Association <http://www.apa.org> Society for Social

Work and Research <http://www.sswr.org> International

Federation <http://www.ifsw.org>

The City University of New York Office of Library Services [www.cuny.libraries.com](http://www.cuny.libraries.com)

### **Policies on Academic Integrity, Attendance, Participation, and Submission of Assignments**

- Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other's work and submitting it as one's own, complicity (allowing one's work to be used

by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

- Students are expected to attend all classes and to be on time. You are expected to contact your instructor to inform him or her of the reason for your absence. You are also responsible for learning about any material you missed.
- Course grades will be lowered for more than two absences. Lateness for class will be incorporated into the final grade. Any student arriving more than 30 minutes late will be considered absent.
- Written and oral assignments must be submitted at the beginning of class on the due date.

Late submission will not be accepted except for extenuating circumstances and will result in a lowered grade.

- Participation includes preparing for class by completing assigned readings, participating in class discussions in an informed manner, moving the class forward by asking questions or comments, and actively completing in-class exercises.

### **Weekly Course Outline**

#### **Session 1. Course introduction to Inquiry**

##### **Required Reading**

Babbie, E. (2016). *The practice of social research* (14<sup>th</sup> ed.). Belmont, CA: Wadsworth  
**(Competency 4, K, V, S)**

Preface & p. 1-29

#### **Session 2. Paradigms, Theory, & Social Research**

##### **Required Reading**

Babbie p. 30-59, **Due: Tentative Problem Statement & question**

#### **Session 3. What is this thing called “peer-reviewed literature?”**

##### **Required Reading**

Chapter 17: Reading and Writing Social Research APA Manual, Chapter 7: Reference Examples, pp. 193-224

Session 4. Research Design

Required Reading

Babbie p. 88-119, **Due: Annotated Bibliography**

Session 5. Ethics & Politics of Social Research

Required Reading

**Babbie p. 60-84, Due: Research Ethics (Competency 1: KSV)**

Session 6. Formulating; Hypotheses; Deductive versus Inductive approaches to research

Required Reading

Babbie, pages 90 -102 & 111-119, **Due: Plagiarism Certificate**

Session 7. Learning to see the unseen: Conceptualization & Measurement

Required Reading

Babbie, Chapter 5, **Due: Problem, Literature Review & Question**

Session 8. Sampling Techniques

Required Reading

Babbie, Chapter 7

Session 9. Surveys & Questionnaire Construction

Required Reading

Babbie, Chapter 9, **Due: Operationalization of Concepts**

Session 10. Surveys (cont...)

Required Reading

Babbie, Chapter 9, **Due: Operationalization of Concepts**

Session 11. Experimental Design

Required Reading

Babbie, Chapter 8, Research Design, Sampling Plan

Session 12. Unlearning science and turning it on its head: the inductive approach

Required Reading

Babbie, Chapter 8, Research Design, Sampling Plan

Session 13. Unobtrusive Research

Required Reading

Babbie, Chapter 11, **Due: Data Collection/Analysis Assignment**

Session 14. Analyzing Qualitative & Quantitative Research

Required Reading

Babbie, Chapters 12 & 13, **Due: Presentations and Course Wrap-up**

Session 15. FINAL EXAM

**DUE: FINAL EXAM**

**Student Resources and Policies:**

**Division of Student Development**

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

**Tutoring Services**

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

**SEEK Program**

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

**Student Policies and Procedures**

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>

## **CUNY Policy on Academic Integrity (including plagiarism)**

<http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf>

### **Writing Resource**

To improve writing skills, students are encouraged to utilize the York College Writing Center, which is located in Room AC-ICIB

### **Instructor's Bibliography**

#### **Books**

Abu-Bader, S.H. (2011). *Using Statistical Methods in Social Work Practice: A Complete SPSS Guide*. Chicago: Lyceum.

Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Engel, R. J., & Schutt, R.K. (2013). *The practice of research in social work* (3<sup>rd</sup> Ed.) Thousand Oaks, CA: Sage.

Padgett, D.K. (1998). *Qualitative Methods in Social Work Research: Challenges and Rewards*. Thousand Oaks, CA: Sage.

Rubin, A. & Babbie, E. (2010). *Practice-Oriented Study Guide for Rubin/Babbie's Research Methods for Social Work*. Pacific Grove, CA: Thompson Brooks/Cole.

Tripodi, T. & Potocky-Tripodi, M. (2007). *International Social Work Research: Issues and Prospects*. New York: Oxford University Press.

Yegidis, B.L., Weinbach, R.W., & Myers, L.L. (2012). *Research Methods for Social Workers* (7<sup>th</sup> Ed.). Upper Saddle River, N.J.: Allyn & Bacon.

#### **Articles**

Begin, A.L., Berger, L.K., Otto-Salaj, L.L. & Rose, S.J. (2010). Developing effective social work university-community research collaborations. *Social Work*, 55(1), 54-62.

Bergman, M.M. (2010). On concepts and paradigms in mixed methods research. *Journal of Mixed Methods Research*, 4(3), 171-175.

Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research*, 1(1), 8-22.

Collins, K.M. & O'Cathain, A. (2009). Introduction: Ten points about mixed methods research to be considered by the novice researcher. *International Journal of Multiple Research Approaches*, 3(1), 2-7.

Holland, S., Burgess, S., Grogan-Kaylor, A. & Delva, J. (2011). Understanding neighborhoods, communities and environments: New approaches for social work research. *British Journal of Social Work*, 41(4), 689-707.

Meyer, D.Z. & Avery, L.M. (2009). Excel as a qualitative data analysis tool. *Field Methods*,

21(1), 91–112.

Wastell, D. Peckover, S., White, S., Broadhurst, K., Hall, C. & Pithouse, A. (2011). Social Work in the laboratory: Using microworlds for practice research. *British Journal of Social Work*, 41(4), 744-760.

Section AV: Course Changes

FROM		TO	
<b>Department</b>	Social Work	<b>Department</b>	Social Work
<b>Course</b> [Prefix, #, title]	SCWK 480 Social Welfare Policy	<b>Course</b> [Prefix, #, title]	SCWK 480 Social Welfare Policy
<b>Prerequisite(s)</b>	SCWK 410, 470	<b>Prerequisite(s)</b>	SCWK 410
<b>Corequisite(s)</b>	SCWK 470	<b>Corequisite(s)</b>	SCWK 470
<b>Hours</b> [total (lecture, lab)]	3	<b>Hours</b> [total (lecture, lab)]	3
<b>Credits</b>	3	<b>Credits</b>	3
<b>Catalogue Description</b>	<del>Social policy analysis; emphasis on the various conceptions of social policy and the elements that influence social welfare decision making; the development of analytical techniques needed for problem evaluation and policy change.</del>	<b>Catalogue Description</b>	<u>This course is a culmination of the entire BSSW Program curriculum as expressed in the ability to integrate professional learning in a meaningful, cohesive, and competent fashion. A review of the curriculum trajectory is accompanied by learning various methods of the social welfare policy analysis and advocacy toward social justice.</u>
<b>Liberal Arts</b>	[ ] Yes <input checked="" type="checkbox"/> No	<b>Liberal Arts</b>	[ ] Yes <input checked="" type="checkbox"/> No
<b>Course Attribute</b>		<b>Course Attribute</b>	

[WI]		[WI]	
<b>General Education Component</b>	<p><input checked="" type="checkbox"/> Not Applicable  <input type="checkbox"/> <i>Required</i></p> <p><input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Science</p> <p><input type="checkbox"/> <i>Flexible</i></p> <p><input type="checkbox"/> World Cultures  <input type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression  <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World  <input type="checkbox"/> <i>College Option</i></p>	<b>General Education Component</b>	<p><input checked="" type="checkbox"/> Not Applicable  <input type="checkbox"/> <i>Required</i></p> <p><input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Science</p> <p><input type="checkbox"/> <i>Flexible</i></p> <p><input type="checkbox"/> World Cultures  <input type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression  <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World  <input type="checkbox"/> <i>College Option</i></p>
<b>Effective</b>	Fall 2021	<b>Effective</b>	Fall 2021

Rationale:

The course description is changed to better reflect the course content and SCWK 470 is being removed as a prerequisite because it is also a corequisite.

Assessment:

Is this an administrative change? **YES**

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

If so, please describe.

**This is not a result of a departmental assessment.**

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

Yes, knowledge obtained from this course will be assessed via an assessment tool conducted every semester that measures the effectiveness of the BSSW Program and the Student Learning Outcomes. This assessment plan meets the requirements for both the accrediting organizations, CSWE and for the College Middle States Assessment Plan.

Program Code: 80270 HEGIS 2104.00

**York College of the City University of New York**  
**Social Work Program**  
**SCWK 480**

**SOCIAL WELFARE POLICY ANALYSIS - CAPSTONE**  
**COURSE SYLLABUS**

**Bulletin Course Description**

**Social Welfare Policy Analysis.** 3 hrs.; 3 credits. Prerequisites: Social Work 400, Social Work 410. This course is a culmination of the entire BSSW Program curriculum as expressed in the ability to integrate professional learning in a meaningful, cohesive, and competent fashion. A review of the curriculum trajectory is accompanied by learning various methods of the social welfare policy analysis and advocacy toward social justice.

**Course Overview**

Social Work 480 builds on the academic and professional knowledge that was built over the entire Social Work Curriculum. Students are expected to demonstrate that they have understood, retained, and applied content of social work courses in an integrated and cohesive manner. Students are expected to demonstrate fluency in the conceptual framework emanating from the liberal arts foundation which includes a number of general education courses required by the Program. This integrative capstone experiences takes place in the context of learning to conduct macro-level policy research, analysis and intervention methods toward the ecological justice-oriented policies. The course includes opportunities for students to demonstrate the knowledge, values and skills they have learned in the Program. In light of the Social Work Department and York college missions, special attention is given to social policies that are particularly relevant to wellness issues, diverse cultures, and global perspectives. Programs and policies studied are drawn largely from these domains. In considering social work's dual focus both on the individual human predicament and social conditions, the course stresses the impact of social problems on individuals, groups, and communities in the global macro environment. The course include students working in groups on collaborative projects that produce tangible results that are beneficial to the community.

**Required Main Text**

Popple, P.R. and Leighninger, L. (2019). *The policy-based profession : An introduction to social welfare policy analysis for social workers*. Seventh Edition. Boston: Allyn & Bacon.

**Supplemental Readings**

Alinsky, Saul (1971). *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Random House

Dobelstein, A.W. (2003). *Social welfare policy and analysis* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Haynes, K.S. & Mickelson, J.S. (2010). *Affecting Change: Social Workers in the Political Arena* (7<sup>th</sup> Ed.), Boston: Pearson.

Karger, Midgely, and Brown. (20011). *Controversial issues in social policy* (3rd ed.). Boston: Allyn & Bacon.

**Goals**

Goal #1: Demonstrate professional social work attitudes, behaviors, and communication skills based on the foundation of professional social work values and ethical principles.

Goal #2: Demonstrate a strong ability to investigate a social phenomenon and interpret results.

Goal #3: Demonstrate the proficiency in culturally-competent empowerment-based practice skills.

Goal #4: Demonstrate understanding of social policies in relation to the social work profession and their impact on community wellness.

Goal #5: Demonstrate competence in the generalist social work practice skills of engagement, assessment, intervention and evaluation skills in working with diverse individuals, families, groups, organizations, and communities.

Goal #6: Demonstrate an understanding of the community in struggle for wellness and empowerment. functioning as a dialectic juxtaposition of wellness and toxicity

Goal #7: Demonstrate the ability to work in groups on projects toward tangible goals that are beneficial to community wellness.

### **CSWE 2015 Core Competencies & Behaviors**

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations and communities

<b>Competency</b>	<b>Student Learning Outcomes</b>	<b>Measures</b>	<b>Dimensions</b>
<b>Competency 3:</b> Advance human rights and social, economic and environmental justice	<b>3.2</b> Engage in practices that advance social, economic, and environmental justice	Midterm Paper	Knowledge, Values
<b>Competency 5:</b> Engage in policy practice	<b>5.1</b> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Final Multiple-Choice Exam	Knowledge, Skills
<b>Competency 9:</b> Evaluate practice with individuals, families, groups, organizations and communities	<b>9.4</b> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Final Group Document	Knowledge, Values, Skills, Cognitive/Affective

### **Instructional Methods**

The primary methods of instruction will include class discussion, lecture, question and answer sessions, and in-class writing exercises. In addition, the instructor may use electronic media presentations, the internet, guest speakers, and student presentations to enhance the learning environment. Working in groups on wellness-related projects toward tangible results is the main instructional methodology.

## Assignments

	Type of Assignment	% of the Final Grade	Date Due
1	Midterm paper	30%	Week 7
2	Final group document	25%	Week 12
3	Final group presentation	20%	Week 14
4	Final exam	15%	Week 15
5	Professional behavior in class	10%	

## **WEEKLY COURSE OUTLINE**

### **Week 1: Introduction**

Course Overview & Expectations

Readings:

NASW Code of Ethics

### **Week 2: Policy impact in social work practice**

Concepts:

Autonomous practice; policy context; cause & function; micropractice & macropractice; professionalization; Abraham Flexner; professional-, client- policy-system; proletarization; capitalism; agency culture.

Readings:

Textbook: Chapter 1: The Policy-based profession

Current web-based literature

Assignment:

Groups formed

General project topic identified

### **Week 3: Social welfare policy**

Concepts:

Social policy; dependency; individualism; macro-, mezzo-, & micro-level policy; social welfare policy.

Readings:

Textbook: Chapter 2: Defining social welfare policy

Current web-based literature

Assignment:

General project plan developed

### **Week 4: Social welfare policy analysis**

Concepts:

Policy analysis; descriptive, content, choice, comparative, historical, process and partisan policy analyses; logical, quantitative, & ethical evaluations; social allocations; selectivity; universal and categorical bases of allocation; benefits; delivery system; privatization; cost effectiveness; ideal types.

Readings:

Textbook: Chapter 3: Social welfare policy analysis

Assignment:

Project sub-topics identified

### **Week 5: Historical perspective on policy analysis**

Concepts:

History; asylum; poor relief; hypothesis; Losing Ground & Regulating the Poor; "history from the bottom up";

Readings:

Textbook: Chapter 4: Policy analysis from a historical perspective

Current web-based literature

## **Week 6: Social/Economic analysis**

### Concepts:

Social problem; delineation; objective conditions; utilities; social values; moral orientation; efficiency; progress; freedom; conformity; patriotism; democracy; contradictions; economic analysis; opportunity cost

### Readings:

Textbook: Chapter 5: Social/Economic Analysis

### Assignment:

Group discussions

## **Week 7: Midterm Evaluation; Politics and Social Welfare**

### Concepts:

Politics; stakeholders; policy-making; pluralism; public choice; elitism; rationality; incrementalism; conflict theory; problem definition; legitimization

### Readings:

Textbook: Chapter 6: Politics and Social Welfare Policy

### Assignment

Midterm paper due

Plans for final document and presentation formulated

## **Week 8: Fighting Poverty**

### Concepts:

Welfare; a "blocked opportunity" thesis; the onion metaphor; systems dependency; humanitarianism; sense of community; family structure; TANF; virtuous cycle

### Readings:

Textbook: Chapter 7: Fighting poverty

## **Week 9: Ageing**

### Concepts:

Entitlement; social security; social adequacy; equity; social analysis; political analysis; economic analysis

### Readings:

Textbook: Chapter 8: Ageing

### Assignment:

Organizational activities re. project and research

## **Week 10: Mental Health**

### Concepts:

Managed care; monitored access; capitation; clientele; preauthorization & utilization reviews; economics; outcomes; advocacy; policy reform; cyberspace

### Readings:

Textbook: Chapter 9: Mental health

Current web-based literature

### Assignment:

Project finalized

## **Week 11: Substance Abuse**

### Concepts:

Dual motivations; ideology drives; creaming, program evaluation; organizational structure; negotiation & persuasion; integrative bargaining; attitudinal structuring; coalitions; information dissemination; lobbying; political action

Readings:

Textbook: Chapter 10: Substance Abuse

**Week 12: Child welfare**

Concepts:

Child Rescue Movement; foster care; Children's Aid Society; permanency planning; family preservation; descriptive data

Readings:

Textbook: Chapter 11: Child Welfare

Assignment:

Final group document is due

**Week 13: Setting stage for career in social work**

Review

Assignment:

Rehearsal of the final presentation

**Week 14: Grand Finale**

Assignment:

Final College-Wide Presentation

**Week 15: Final Exam**

Assignment:

Final in-class exam of conceptual framework

**E-Learning Systems**

All students are required to have valid York College email account and communicate exclusively via these accounts. Students should be proficient in using Blackboard electronic platform as all course documents, assignments and announcements will be posted there. Also, Blackboard will be utilized for electronic discussion boards, access to the grading center, etc.

**Reference Resources**

**APA Manual**

*Publication manual of the American Psychological Association.* (6<sup>th</sup> ed.) (20011). Washington, D.C.: American Psychological Association. [www.apastyle.org](http://www.apastyle.org)

**Purdue Online Writing Lab**

<http://owl.english.purdue.edu/owl/>

**Columbia University School of Social Work Writing Center**

<http://www.columbia.edu/cu/ssw/write/handouts.html>

American Psychological Association. (2011). *Publication manual of the American*

**Internet Resources**

The following websites may be helpful when gathering information related to the social work profession, journals, census data, community organization advocacy groups, legislation, international social work issues, and for additional reading for conducting community assessments and designing a social action campaign. When citing these and other Internet resources, please refer to and use APA style.

[www.nasw.org](http://www.nasw.org)

National Association of Social Workers

[www.congress.org](http://www.congress.org)

United States Congress

<a href="http://www.thomas.loc.gov">www.thomas.loc.gov</a>	Library of Congress
<a href="http://www.census.gov">www.census.gov</a>	United States Census Bureau
<a href="http://www.nyc.gov">www.nyc.gov</a>	New York City Web Site
<a href="http://www.advocate.nyc">www.advocate.nyc</a>	Public Advocate for The City of New York (Guide to C.O.)
<a href="http://www.statepolicy.org">www.statepolicy.org</a>	Influencing State Policy
<a href="http://www.unwire.org">www.unwire.org</a>	United Nations Global News for Human Rights
<a href="http://www.acorn.org">www.acorn.org</a>	Association of Community Organizations for Reform Now
<a href="http://www.acosa.org">www.acosa.org</a>	Association for Community Org. and Social Administration
<a href="http://www.tandf.co.uk">www.tandf.co.uk</a>	Journal of Community Practice
<a href="http://libraries.cuny.edu">libraries.cuny.edu</a>	City University of New York Office of Library Services*

\* *Social Work Abstracts* database is available at the York College library only.

### **Policy on Academic Integrity**

Violations to academic integrity include cheating, plagiarism, fabrication, purchasing other's work and submitting it as one's own, complicity (allowing one's work to be used by others), multiple submission of work, and misuse of computers. Violations to academic integrity during the course will be addressed in accordance with The City University of New York policy on academic integrity, as described in the York College Bulletin (see York College Bulletin).

<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

### **Student resources and policies:**

#### **Division of Student Development**

(including Counseling, the STAR Program, Student Support Services, and Student Government):

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/division-of-student-development>

#### **Tutoring Services**

<https://www.york.cuny.edu/student/student-corner/student-corner/tutoring>

#### **SEEK Program**

<https://www.york.cuny.edu/student/student-corner/student-development/seek>

#### **Student Policies and Procedures**

<https://www.york.cuny.edu/student-development/student-policies-and-procedures/student-policies-and-procedures>

#### **Writing Resource**

To improve writing skills, students are encouraged to utilize the York College Writing Center, which is located in Room AC-1C1

#### **Guidelines for Professional Behavior in Class**

Class is a training ground for professional practice. Consider an agency staff meeting as a metaphor for a social work class. The standards of behavior that are appropriate to an agency staff meeting apply to class process. Students must exhibit professional behavior in class, and they will be graded accordingly. In the beginning of the semester, students will receive 10 points in the Prof. Behavior in Class column in the Grading Rubric. Each violation, as identified below, will reduce the score in the column by one point.

#### **The CSWE Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical

thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context:

\*In particular relevance to plagiarism

use reflection and self-regulation to manage personal values and maintain professionalism in practice situations:

\*Students must communicate in appropriate tone of voice and avoid excessive emotionality.

\*Expressions of low morale, fatigue, and general malaise are contagious and should be avoided in class. When such problems arise, please seek individual advisement from the instructor during his/her office hours and/or appropriate referrals

\*Students must act mature and demonstrate respect for each other and the instructor by eschewing giggling, eye-rolling, fidgeting, napping in class, rudeness, vulgar language, etc.

demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication:

\*Eating and snacking is a distraction and are not permitted. You may hydrate as needed.

\*Excessive traffic in and out the classroom should be avoided. Students must arrive to and leave the class on time. Breaks between classes are allowed to attend to personal needs.

\*Whereas formal attire is not required in class, students are expected to dress professionally and avoid display of inappropriate fashion.

\*While in class, students are expected to commit to class process and not to engage in extraneous endeavors of any kind

use technology ethically and appropriately to facilitate practice outcomes:

\*Phones should be turned off, not visible, and stored in a bag. Laptops and tablets may be used judiciously and with instructor's permission. Oversharing and inappropriate representations of self in social media should be avoided.

use supervision and consultation to guide professional judgment and behavior:

\*Maintain respectful demeanor in communications with the class instructor

\*Participate in class discussions regularly, constructively, and politely.

Revised 2/10/20

Department/Discipline	Contact Person
Teacher Education	Xin Bai

**Please indicate items submitted for Committee approval**

New Major Design       New Minor Design       New Program  
 Revised Major Design       Revised Minor Design       Revised Program  
 New Course Proposal \_\_\_\_\_  
 Course Change Proposal Teacher Education Minor  
 Course Deletion \_\_\_\_\_

**Please provide an executive summary of your proposal**

We propose to add EDUC268 to the Teacher Education Minor to provide students with the requisite knowledge and background to support the growth and development of linguistic and culturally diverse children and adolescence.

We propose to add EDUC285 (Introduction to Special Education) as pre-req or co-req to EDUC286 (Assistive Technology for Students with Special needs) to better prepare students for working with students with special needs in inclusive classrooms.

We propose to add ENG125 as pre-req to EDUC230 (Teaching with Multimedia Technology) to better prepare students for working with students to promote learning via multimedia technology.

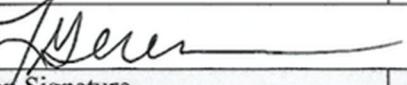
EDUC280 and EDUC271 have been approved by York Senate to have the WI designation. As it won't take into effect until Spring of 2021, we submit the proposals again to get an Ad Hoc WI designation just for the Fall of 2020.

We propose to add EDUC268, EDUC283 as pre-req to EDUC329, 351, 369, , 397, 390, 395 to provide students with the requisite knowledge and background to support the growth and development of linguistically and culturally diverse children and adolescents.

**Department Curriculum Committee Approval**

Signature	Date
	3/9/2020

**Department Approval**

Chairperson Signature	Date
	3/16/2020

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

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

**AIII.1 The following revisions are proposed for Minor in Teacher Education****Program:** Minor in Teacher Education**Program Code:****Effective:** Fall 2021

<b>FROM</b>			<b>TO</b>		
<b>Course</b>	<b>Description</b>	<b>Crs</b>	<b>Course</b>	<b>Description</b>	<b>Crs</b>
PHIL202	Major Ideas and Issues in Education	3	PHIL202	Major Ideas and Issues in Education	3
OR			OR		
SOC202	Major Ideas and Issues in Education	3	SOC202	Major Ideas and Issues in Education	3
EDUC280	Child and Adolescent Development for Teachers	3	EDUC280	Child and Adolescent Development for Teachers	3
OR			OR		
PSY216	Human Development II: Adolescence/Maturity (For Psychology majors only).	3	PSY216	Human Development II: Adolescence/Maturity (For Psychology majors only).	3
OR			OR		
EDUC271	Adolescent and Youth Development (Not for Psychology majors)	3	EDUC271	Adolescent and Youth Development (Not for Psychology majors)	3
EDUC230	Teaching with Multimedia Technology	2	EDUC230	Teaching with Multimedia Technology	2
EDUC283	Educational Psychology: Effective Teaching and Learning in Diverse Classrooms	3	EDUC283	Educational Psychology: Effective Teaching and Learning in Diverse Classrooms	3
<b>Total: 11 credits</b>			<u>EDUC268 Teaching the Linguistically Diverse Student and Mainstream Classes</u>		
			<u>3</u>		
			<b>Total: 14 credits</b>		

**Rationale:**

We propose to add EDUC268 to the Teacher Education Minor to provide students with the requisite knowledge and background to support the growth and development of linguistically and culturally diverse children and adolescents.

According to the 2018-2019 English Language Learner Demographic Report by New York City Department of Education Division of Multilingual Learners approximately 154,276 K-12 students are identified as English Language Learners, representing almost 16 % of the entire 1.1 million schools children in NYC DOE (p12) (<https://infohub.nyced.org/docs/default-source/default-document-library/ell-demographic-report.pdf>). However, it is estimated that over 60% of the NYCDOE K-12 student population speak a language other than English at home.

After the proposed changes are implemented, we will compare the students grades from fall 2021 with those from the immediate previous semesters to see if there is an improvement in course grades.

**YORK College**   
 Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person

**Please indicate items submitted for Committee approval**

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

**Please provide an executive summary of your proposal**

Adding a new course, BIO 111, to the BA and BS

**Department Curriculum Committee Approval**

Signature	Date
	04/27/20

**Department Approval**

Chairperson Signature	Date
	04/27/20

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

**YORK** College | **CU**  
Curriculum Committee Proposal Cover Sheet

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

## Section AllI: Changes in Degree Programs

### AllI.1 The following revisions are proposed for the B.A. in Biology

**Program:** B.A. in Biology

**Program Code:** 02893

**Effective:** Fall 2021

From			To		
Course	Description	Crs	Course	Description	Crs
<b>I. Required Foundation Courses 42 credits</b>			<b>I. Required Foundation Courses 44 credits</b>		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
BIO 201*	Biological Principles I	4	BIO 111	First-Year Seminar in Biology	2
BIO 202*	Biological Principles II	4	BIO 201*	Biological Principles I	4
BIO 301	Molecular Biology and Biotechnology	4	BIO 202*	Biological Principles II	4
BIO 307	Biostatistics	3	BIO 301	Molecular Biology and Biotechnology	4
BIO 486-489***	Special Topics in Biology	3	BIO 307	Biostatistics	3
CHEM 108*	Principles of Chemistry I	3.5	BIO 486-489***	Special Topics in Biology	3
CHEM 109	Principles of Chemistry I Laboratory	1.5	CHEM 108*	Principles of Chemistry I	3.5
CHEM 111	Principles of Chemistry II	3.5	CHEM 109	Principles of Chemistry I Laboratory	1.5
CHEM 112	Principles of Chemistry II Laboratory	1.5	CHEM 111	Principles of Chemistry II	3.5
CHEM 230^	Essentials of Organic Chemistry	3	CHEM 112	Principles of Chemistry II Laboratory	1.5
CHEM 235	Laboratory in Organic Chemistry	2	CHEM 230^	Essentials of Organic Chemistry	3
MATH 121*	Analytic Geometry Calculus I	4	CHEM 235	Laboratory in Organic Chemistry	2
PHYS 113	Physics Laboratory I	1	MATH 121*@	Analytic Geometry Calculus I	4
PHYS 115***	College Physics I	4	PHYS 113	Physics Laboratory I	1
			PHYS 115***	College Physics I	4
<b>II. Organismic and Environmental Biology</b> <b>7.5 - 9 credits chosen from the following:</b>			<b>II. Organismic and Environmental Biology</b> <b>Two courses totaling 7.5 - 9 credits chosen from the following:</b>		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
BIO 308	Invertebrate Biology	4.5	BIO 308	Invertebrate Biology	4.5
BIO 309	Biology of the Chordates	4.5	BIO 309	Biology of the Chordates	4.5
BIO 325	Histology	4.5	BIO 311	Animal Behavior	3
BIO 331	Plant Biology	4.5			

BIO 334 <sup>#</sup>	Comparative Physiology	4.5	BIO 325	Histology	4.5
BIO 403	Ecology	4.5	BIO 331	Plant Biology	4.5
BIO 410	Neurobiology	3	BIO 334 <sup>#</sup>	Comparative Physiology	4.5
BIO 411	Laboratory in Neurobiology	1.5	BIO 403	Ecology	4.5
BIO 477	Evolution	3	BIO 410	Neurobiology	3
<b>III. Cell and Molecular Biology</b> 7.5 - 10 credits chosen from the following:			BIO 411	Laboratory in Neurobiology	1.5
			BIO 477	Evolution	3
<b>III. Cell and Molecular Biology</b> 7.5 - 10 credits chosen from the following:			<b>III. Cell and Molecular Biology</b> 7.5 - 10 credits chosen from the following:		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
BIO 320	Cell Biology	4.5	BIO 320	Cell Biology	4.5
BIO 412 or CHEM 412	Biochemistry	3	BIO 412 or CHEM 412	Biochemistry	3
BIO 415	Biochemistry and Molecular Biology	2	BIO 415	Biochemistry and Molecular Biology	2
BIO 444	Genetics	4.5	BIO 444	Genetics	4.5
BIO 452	Developmental Biology	4.5	BIO 452	Developmental Biology	4.5
BIO 465	Microbiology	4.5	BIO 465	Microbiology	4.5
BIO 466	Immunology	4.5	BIO 466	Immunology	4.5
BIO 480	Theory and Experimentation in Biotechnology	5	BIO 480	Theory and Experimentation in Biotechnology	5
BTEC 352	Bioinformatics	3	BTEC 352	Bioinformatics	3
<b>Total credits required for the major</b>	<b>57-64</b>		<b>Total credits required for the major</b>	<b>59-63</b>	
<b>Total Core Curriculum credits</b>	<b>25-42</b>		<b>Total Core Curriculum credits</b>	<b>25-42</b>	
<b>Total free elective credits</b>	<b>17-38</b>		<b>Total free elective credits</b>	<b>15-36</b>	
<b>Total</b>	<b>120</b>		<b>Total</b>	<b>120</b>	
*These courses can also be taken to satisfy Core Curriculum requirements.					
**BIO 486-489 are the upper division WI courses for Biology major.					
***PHYS 117 may be substituted for PHYS 115					
*BTEC 489 may substitute for BIO 489.					
^ CHEM 231 and 232 may be substituted for CHEM 230 and 235					
# BIO 234 and 235 may be substituted for BIO 334. One additional course in Group II will be required to satisfy this core area.					
@ Students that do not place directly into MATH 121 may need to take up to 8 credits of MATH prerequisites, MATH 120 (4 credits) and/or MATH 102 (1 credit) or MATH 104 (3 credits) or MATH 115 (4 credits). Those					
*These courses can also be taken to satisfy Core Curriculum requirements.					
**BIO 486-489 are the upper division WI courses for Biology major.					
***PHYS 117 may be substituted for PHYS 115					
*BTEC 489 may substitute for BIO 489.					
^ CHEM 231 and 232 may be substituted for CHEM 230 and 235					
# BIO 234 and 235 may be substituted for BIO 334. One additional course in Group II will be required to satisfy this core area.					
@ Students that do not place directly into MATH 121 may need to take up to 8 credits of MATH prerequisites, MATH 120 (4 credits) and/or MATH					

courses subtract from the free-electives total.

**NOTE:** This major is not for students intending to apply to medical school or pursue post-graduate studies in Biology.

102 (1 credit) or MATH 104 (3 credits) or MATH 115 (4 credits). Those courses subtract from the free-electives total.

**NOTE:** This major is not for students intending to apply to medical school or pursue post-graduate studies in Biology.

**Rationale:** BIO 111 is a new course created to improve student success in introductory biology courses and improve retention in the major.

**Assessment:**

Is this change the result of departmental assessment? Yes

If so, please describe.

Assessment of student performance in BIO 201 (Biological Principles I) indicated that students were failing to learn the basic principles of biology. In addition, freshman retention in the Biology major is low (44%), likely due to the poor performance of students in the introductory Biology courses. BIO 111 has been created to both improve student success in the course by helping students develop the skills needed to succeed in an undergraduate science program and to increase retention rates by exploring career opportunities and encouraging students to become involved in science and research related activities on campus.

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

## Section AllI: Changes in Degree Programs

### AllI.1 The following revisions are proposed for the B.S. in Biology

**Program:** B.S. in Biology

**Program Code:** 35584

**Effective:** Fall 2021

From			To		
Course	Description	Crs	Course	Description	Crs
<b>I. Required Foundation Courses 50 credits</b>			<b>I. Required Foundation Courses 52 credits</b>		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
BIO 201*	Biological Principles I	4	BIO 111	First-Year Seminar in Biology	2
BIO 202*	Biological Principles II	4	BIO 201*	Biological Principles I	4
BIO 301	Molecular Biology and Biotechnology	4	BIO 202*	Biological Principles II	4
BIO 307	Biostatistics	3	BIO 301	Molecular Biology and Biotechnology	4
BIO 486-489***+	Special Topics in Biology	3	BIO 307	Biostatistics	3
CHEM 108*	Principles of Chemistry I	3.5	BIO 486-489***+	Special Topics in Biology	3
CHEM 109	Principles of Chemistry I Laboratory	1.5	CHEM 108*	Principles of Chemistry I	3.5
CHEM 111	Principles of Chemistry II	3.5	CHEM 109	Principles of Chemistry I Laboratory	1.5
CHEM 112	Principles of Chemistry II Laboratory	1.5	CHEM 111	Principles of Chemistry II	3.5
CHEM 231	Organic Chemistry I	3	CHEM 112	Principles of Chemistry II Laboratory	1.5
CHEM 232	Techniques in Organic Chemistry I	2	CHEM 231	Organic Chemistry I	3
CHEM 233	Organic Chemistry II	3	CHEM 232	Techniques in Organic Chemistry I	2
MATH 121*@	Analytic Geometry Calculus I	4	CHEM 233	Organic Chemistry II	3
PHYS 113	Physics Laboratory I	1	MATH 121*@	Analytic Geometry Calculus I	4
PHYS 114	Physics Laboratory II	1	PHYS 113	Physics Laboratory I	1
PHYS 115***	College Physics I	4	PHYS 114	Physics Laboratory II	1
PHYS 116***	College Physics II	4	PHYS 115***	College Physics I	4
PHYS 116***	College Physics II	4	PHYS 116***	College Physics II	4
<b>II. Organismic and Environmental Biology 7.5 - 9 credits chosen from the following:</b>			<b>II. Organismic and Environmental Biology Two course totaling 7.5 - 9 credits* chosen from the following:</b>		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
BIO 308	Invertebrate Biology	4.5			

BIO 309	Biology of the Chordates	4.5	BIO 308	Invertebrate Biology	4.5
BIO 325	Histology	4.5	BIO 309	Biology of the Chordates	4.5
BIO 331	Plant Biology	4.5	BIO 311	Animal Behavior	3
BIO 334	Comparative Physiology	4.5	BIO 325	Histology	4.5
BIO 403	Ecology	4.5	BIO 331	Plant Biology	4.5
BIO 410	Neurobiology	3.0	BIO 334	Comparative Physiology	4.5
BIO 411	Laboratory in Neurobiology	1.5	BIO 403	Ecology	4.5
BIO 477	Evolution	3.0	BIO 410	Neurobiology	3.0
<b>III. Cell and Molecular Biology</b>		<b>BIO 411</b>		Laboratory in Neurobiology	1.5
<b>7.5 - 10 credits chosen from the following:</b>		<b>BIO 477</b>		Evolution	3.0
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
BIO 320	Cell Biology	4.5	BIO 320	Cell Biology	4.5
BIO 412 or CHEM 412	Biochemistry	3.0	BIO 412 or CHEM 412	Biochemistry	3.0
BIO 415	Biochemistry and Molecular Biology	2.0	BIO 415	Biochemistry and Molecular Biology	2.0
BIO 444	Genetics	4.5	BIO 444	Genetics	4.5
BIO 452	Developmental Biology	4.5	BIO 452	Developmental Biology	4.5
BIO 465	Microbiology	4.5	BIO 465	Microbiology	4.5
BIO 466	Immunology	4.5	BIO 466	Immunology	4.5
BIO 480 <sup>^</sup>	Theory and Experimentation in Biotechnology	5.0	BIO 480 <sup>^</sup>	Theory and Experimentation in Biotechnology	5.0
BTEC 352	Bioinformatics	3.0	BTEC 352	Bioinformatics	3.0
Total credits required for the Biology major	<del>65-69</del>		Total credits required for the Biology major	67-71	
Total Core Curriculum Credits	25-42		Total Core Curriculum Credits	25-42	
Free electives	9-30		Free electives	7-28	
Total	120		Total	120	
*These courses can also be taken to satisfy Core Curriculum requirements.					
**BIO 486-489 are the upper division WI courses for Biology major.					
***PHYS 117 may be substituted for PHYS 115, and PHYS 118 may be substituted for PHYS 116					
<sup>†</sup> BTEC 489 may be substituted for BIO 489.					
<sup>‡</sup> BTEC 480 may be substituted for BIO 480.					
@ Students that do not place directly into MATH 121 may need to take up					
*These courses can also be taken to satisfy Core Curriculum requirements.					
**BIO 486-489 are the upper division WI courses for Biology major.					
***PHYS 117 may be substituted for PHYS 115, and PHYS 118 may be substituted for PHYS 116					
<sup>†</sup> BTEC 489 may be substituted for BIO 489.					

to 8 credits of MATH prerequisites, MATH 120 (4 credits) and/or MATH 102 (1 credit) or MATH 104 (3 credits) or MATH 115 (4 credits). Those courses subtract from the free-electives total.

<sup>^</sup>BTEC 480 may be substituted for BIO 480.

@ Students that do not place directly into MATH 121 may need to take up to 8 credits of MATH prerequisites, MATH 120 (4 credits) and/or MATH 102 (1 credit) or MATH 104 (3 credits) or MATH 115 (4 credits). Those courses subtract from the free-electives total.

**Rationale:** BIO 111 is a new course created to improve student success in introductory biology courses and improve retention in the major.

**Assessment:**

Is this change the result of departmental assessment? Yes

If so, please describe.

Assessment of student performance in BIO 201 (Biological Principles I) indicated that students were failing to learn the basic principles of biology. In addition, freshman retention in the Biology major is low (44%), likely due to the poor performance of students in the introductory Biology courses. BIO 111 has been created to both improve student success in the course by helping students develop the skills needed to succeed in an undergraduate science program and to increase retention rates by exploring career opportunities and encouraging students to become involved in science and research related activities on campus.

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

**YORK College** CUNY  
 Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Social Work Department	Shirell Roebuck - <a href="mailto:sroebuck@york.cuny.edu">sroebuck@york.cuny.edu</a>

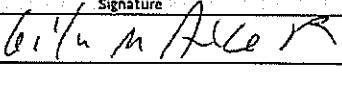
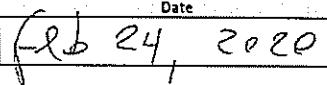
**Please indicate items submitted for Committee approval**

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input checked="" type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	SCWK 400, SCWK 410, SCWK 470, SCWK 480 & SCWK 492	
<input type="checkbox"/> Course Deletion		

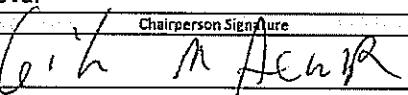
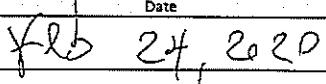
**Please provide an executive summary of your proposal**

The BSSW Program changes: 1. GPA Admissions requirement has been increased: 2 out 3 other CUNY Bachelor Social Work Programs require 2.7 or higher as admission criteria in order to prepare students for master programs which require a minimum cumulative GPA of 3:00 which is the requirement for all Council on Social Work Education (CSWE) accredited master social work programs. 2. Change in requirements in credit distribution: an additional required course in Human Diversity and Changing two field courses credits from 6 crs. to 5 crs. in accordance to the credit policy and 3) Additional selections of "Human Diversity" courses.

**Department Curriculum Committee Approval**

Signature	Date
	

**Department Approval**

Chairperson Signature	Date
	

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached
Department of World Languages, Literatures, and Humanities			
Department of History, Philosophy, and Anthropology			

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

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

**YORK College** CUNY  
 Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Social Work Department	Shirell Roebuck - <a href="mailto:sroeback@york.cuny.edu">sroeback@york.cuny.edu</a>

**Please indicate items submitted for Committee approval**

<input type="checkbox"/>	New Major Design	<input type="checkbox"/>	New Minor Design	<input type="checkbox"/>	New Program
<input checked="" type="checkbox"/>	Revised Major Design	<input type="checkbox"/>	Revised Minor Design	<input type="checkbox"/>	Revised Program
<input type="checkbox"/>	New Course Proposal				
<input type="checkbox"/>	Course Change Proposal		SCWK 400, SCWK 410, SCWK 470, SCWK 480 & SCWK 492		
<input type="checkbox"/>	Course Deletion				

**Please provide an executive summary of your proposal**

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**Department Curriculum Committee Approval**

Signature	Date

**Department Approval**

Chairperson Signature	Date

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached
Department of World Languages, Literatures, and Humanities		<input checked="" type="checkbox"/>	
Department of History, Philosophy, and Anthropology			

**College Curriculum Committee Approval**

Signature	Date

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Signature	Date

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**YORK** College CU  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Social Work Department	Shirell Roebuck - <a href="mailto:sroebuck@york.cuny.edu">sroebuck@york.cuny.edu</a>

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
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<input type="checkbox"/> New Course Proposal	<hr/>	
<input checked="" type="checkbox"/> Course Change Proposal	SCWK 400, SCWK 410, SCWK 470, SCWK 480 & SCWK 492	
<input type="checkbox"/> Course Deletion	<hr/>	

Please provide an executive summary of your proposal

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**Department Curriculum Committee Approval**

Signature	Date

**Department Approval**

Chairperson Signature	Date

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached
Department of World Languages, Literatures, and Humanities			
Department of History, Philosophy, and Anthropology		✓	

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

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

**AlII.1 The following revisions are proposed in the Department of Social Work**

**Program: BS in Social Work Program**

**Program Code: 80270**

**Effective: Fall 2021**

FROM	TO																																																																																	
<p><b>Admission to the Social Work Program</b></p> <p>1. Matriculation at York College with a major in Social Work</p> <p>2. Completion of 61 or more credits</p> <p>3. A cumulative GPA of 2.50 or better</p> <p>4. A Grade of "C" or better for all social work courses</p> <p>5. A completed application form</p> <p>6. Adherence to the NASW Association of Social Workers (NASW) Code of Ethics and to the York College Code of Conduct</p> <p>7. Successful completion of the following courses: Anthropology 101; Biology 130; English 125; Health Education 312; Political Science 103; Psychology 102; 215, 216; Sociology 101, Social Work 101, 203, 293, and 300</p> <p>8. A letter of acceptance into the BS Social Work Program from the Chairperson of the Social Work Program.</p>	<p><b>Admission to the Social Work Program</b></p> <p>1. Matriculation at York College</p> <p>2. <u>A cumulative GPA of 2.7 or higher for both native and transfer students.</u></p> <p>3. <u>A Grade of "C" or higher in SCWK 101 for both native and transfer students.</u></p> <p>4. <u>Transfer social work courses at the 200 level and higher require a grade of B- or higher.</u></p> <p>5. A completed application form.</p>																																																																																	
<p><b>Course # Course Description Credits</b></p> <p><b>Major Discipline Requirements</b></p> <p><b>Support Courses</b> <b>30</b></p> <table> <tr> <td>ANTH 101</td> <td>Introduction to Cultural Anthropology</td> <td>3</td> </tr> <tr> <td>AC 101</td> <td>Academic Computing</td> <td>3</td> </tr> <tr> <td>BIO 130</td> <td>Biology of the Brain and Behavior</td> <td>3</td> </tr> <tr> <td>ENG 125</td> <td>Introduction to College Writing</td> <td>3</td> </tr> <tr> <td>HE 312</td> <td>Health and Disease</td> <td>3</td> </tr> <tr> <td>POL 103</td> <td>Politics and Government in the United States</td> <td>3</td> </tr> <tr> <td>PSY 102</td> <td>Introductory Psychology</td> <td>3</td> </tr> <tr> <td>PSY 215</td> <td>Human Development I</td> <td>3</td> </tr> <tr> <td>PSY 216</td> <td>Human Development II</td> <td>3</td> </tr> <tr> <td>SOC 101</td> <td>Introduction to Sociology</td> <td>3</td> </tr> <tr> <td>WRIT 303</td> <td>Research and Writing for Professional Purposes</td> <td>3</td> </tr> </table> <p><b>Human Diversity Requirement Choose two of the following Courses</b> <b>6</b></p> <table> <tr> <td>ANTH 243</td> <td>The Caribbean</td> <td>3</td> </tr> <tr> <td>BLST 202</td> <td>The Black Experience in the Caribbean</td> <td>3</td> </tr> </table>	ANTH 101	Introduction to Cultural Anthropology	3	AC 101	Academic Computing	3	BIO 130	Biology of the Brain and Behavior	3	ENG 125	Introduction to College Writing	3	HE 312	Health and Disease	3	POL 103	Politics and Government in the United States	3	PSY 102	Introductory Psychology	3	PSY 215	Human Development I	3	PSY 216	Human Development II	3	SOC 101	Introduction to Sociology	3	WRIT 303	Research and Writing for Professional Purposes	3	ANTH 243	The Caribbean	3	BLST 202	The Black Experience in the Caribbean	3	<p><b>Course # Course Description Credits</b></p> <p><b>Major Discipline Requirements</b></p> <p><b>Required Support Classes</b> <b>24-27</b></p> <table> <tr> <td>*ANTH 101</td> <td>Introduction to Cultural Anthropology</td> <td>3</td> </tr> <tr> <td>**BIO 130</td> <td>Biology of the Brain and Behavior</td> <td>3</td> </tr> <tr> <td>*POL103</td> <td>Politics and Government in the United States</td> <td>3</td> </tr> <tr> <td>*PSY 102</td> <td>Introductory Psychology</td> <td>3</td> </tr> <tr> <td>*SOC 101</td> <td>Introduction to Sociology</td> <td>3</td> </tr> <tr> <td>HE 312</td> <td>Health, Communities, and Society</td> <td>3</td> </tr> <tr> <td>PSY 214</td> <td>Lifespan Development for Health Professions</td> <td>3</td> </tr> <tr> <td>OR PSY 215</td> <td>Human Development I – Infancy /Childhood</td> <td>3</td> </tr> <tr> <td>AND</td> <td></td> <td></td> </tr> <tr> <td>PSY 216</td> <td>Human Development II – Adolescence/Maturity</td> <td>3</td> </tr> <tr> <td>WRIT 303</td> <td>Research and Writing for Professional Purposes</td> <td>3</td> </tr> </table> <p><b>Human Diversity Requirement - Choose three of the following Courses</b> <b>9</b></p> <table> <tr> <td>ANTH 243</td> <td>The Caribbean</td> <td>3</td> </tr> <tr> <td>ANTH 244</td> <td>Ethnology of Latin America</td> <td>3</td> </tr> <tr> <td>ANTH 245</td> <td>Ethnography of the Mediterranean, Middle East</td> <td>3</td> </tr> </table>	*ANTH 101	Introduction to Cultural Anthropology	3	**BIO 130	Biology of the Brain and Behavior	3	*POL103	Politics and Government in the United States	3	*PSY 102	Introductory Psychology	3	*SOC 101	Introduction to Sociology	3	HE 312	Health, Communities, and Society	3	PSY 214	Lifespan Development for Health Professions	3	OR PSY 215	Human Development I – Infancy /Childhood	3	AND			PSY 216	Human Development II – Adolescence/Maturity	3	WRIT 303	Research and Writing for Professional Purposes	3	ANTH 243	The Caribbean	3	ANTH 244	Ethnology of Latin America	3	ANTH 245	Ethnography of the Mediterranean, Middle East	3
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PSY 333	Black Psychology	3	ANTH 246	Ethnology and Ethnography of North American Indians	3
SOC 235	Ethnicity	3	ANTH 249	Anthropology of Puerto Rico	3
SOC 333	Social Stratification	3	BLST 202	The Black Experience in the Caribbean	3
<b>Social Work Courses</b>		<b>42</b>	BLST 213	African American Religions and Religious Practice	3
SCWK 101	Introduction to Social Work	3	BLST 262	Black American Culture	3
SCWK 203	Social Welfare Programs and Policies	3	BLST 353	Boys to Men: From Black Macho to Black Male Feminist	3
SCWK 293	Social Work Practicum	3	HE 241	Sex and Sexuality	3
SCWK 300	Social Work Generalist Practice I	3	HIST 203	Slavery in World History	3
SCWK 350	Social Research I	3	HIST 206	Women and the Family in World History	3
SCWK 360	Human Behavior in the Social Environment	3	HIST 257	East Asia to the Nineteenth Century	3
SCWK 370	Social Work Generalist Practice II	3	HIST 258	East Asia from 1800 to the Present	3
SCWK 400	Social Work Generalist Practice III	3	HIST 262	History of the Middle East	3
SCWK 410	Field Placement and Seminar I	6	HIST 263	Jewish History: From Ancient Israel until the end of the Middle Ages	3
SCWK 470	Social Research II	3	HIST 264	Jewish History: The Modern Period	3
SCWK 480	Social Welfare Policy	3	HIST 262	History of the Middle East	3
SCWK 492	Field Placement and Seminar II	6	HIST 272	African-American History	3
<b>Total Credits</b>		<b>78</b>	HIST 275	African History until 1800	3
			HIST 276	African History from 1800 until the Present	3
			HIST 277	The Caribbean Since Columbus	3
			HUM 250	The Italian Experience in the United States	3
			HUM 253	The Haitian Experience in the USA	3
			PH 343	Sexual and Gender Minority Health (pre-req: ENG 126)	3
			PRST 241	Puerto Ricans in New York	3
			PRST 242	Puerto Rican Society and Culture I	3
			PSY 225	Psychology of Learning Disabilities	3
			PSY 236	Psychology of Women	3
			PSY 280	Psychology of Geriatrics	3
			PSY 333	Black Psychology	3
			SOC 235	Ethnicity	3
			SOC 333	Social Stratification	3
			<b>Social Work Courses</b>		<b>42</b>
			SCWK101	Introduction to Social Work	3
			SCWK203	Social Welfare Programs and Policies	3
			SCWK293	Social Work Practicum	3

	SCWK300	Social Work Generalist Practice I	3
	SCWK350	Social Research I	3
	SCWK360	Human Behavior in the Social Environment	3
	SCWK370	Social Work Generalist Practice II	3
	SCWK400	Social Work Generalist Practice III	3
	SCWK410	Field Placement and Seminar I	6
	SCWK470	Social Research II	3
	SCWK480	Social Welfare Policy	3
	SCWK492	Field Placement and Seminar II	6
	<hr/>		
	BS Social Work Major	75 -78	
	Pathways	36 - 42	
	Free Electives Credits	0 - 9	
	<b>Total Credits</b>	<b>120</b>	
	<hr/>		
	<b>NOTE:</b> Courses denoted with an asterisk (*) are courses that fulfill both Pathways General Education Requirements as well as Required Support Courses for the social work major. **any Biology course 200 level or higher may be substituted for BIO 130.		

**Rationale:**

1. GPA Admissions requirement has been increased to 2.7 or higher to prepare students for successful professional employment and advancement as well as for graduate programs (MSW) which require a minimum cumulative GPA of 3.00 in accordance with the requirements of the Council on Social Work Education (CSWE).
2. An additional required course in Human Diversity in accordance to accrediting organization, CSWE's highlight of more diversity in the BSSW Program's educational curriculum and 3) Offer students additional selections of "Human Diversity" courses.
- 4) Eliminate AC101

**Assessment:**

Is this an administrative change? **yes**

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

If so, please describe.

**This is not a result of a departmental assessment**

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

**Yes, there are two assessment tools: on the three-hundred level and the four- hundred level; conducted every semester that measures the effectiveness of the BSSW Program and the Student Learning Outcomes. This assessment plan meets the requirements for both the accrediting organizations, CSWE and for the College Middle States Assessment Plan.**

## **York College Senate Committee on Instruction and Professional Development**

### **Recommendations for Policies on Online/Hybrid Instruction**

Whereas

- All York College faculty and administrators seek to provide York College students with the best learning experiences possible;
- On-line/hybrid teaching requires pedagogical skills distinctly different from face-to-face teaching;
- Instructional technologies and best practices in online/hybrid teaching are constantly evolving;
- Faculty in each discipline are experts in the most appropriate pedagogies for each course in their discipline;
- According to the York College Faculty Handbook, the duties of the department chair includes assigning courses to instructional staff members and arranging for instructional observations;
- The CUNY PSC Contract Memorandum of Agreement establishes policies for observations of faculty teaching online/hybrid courses;
- Both the CUNY PSC Contract Memorandum of Agreement and the York College website define hybrids according to the percentage of “class meetings” in each format as opposed to the percentage of class time in each format;
- Students have different preferred learning modalities and access to technological resources.

The Senate Committee on Instruction and Professional Development recommends that the Senate adopt following the resolutions:

- Each department shall establish a policy for which courses/types of courses are most appropriately offered in an online/hybrid format and implement best practices in online/hybrid course design for their fields;
- Teaching an online/hybrid course shall be voluntary on the part of each faculty member- no faculty member shall be penalized for declining to teach in an online/hybrid format;
- Any faculty member assigned to teach an online/hybrid course shall have participated in adequate\* professional development in online/hybrid instruction and instructional technologies before the course begins;

- The York College Center for Teaching, Learning and Educational Technologies (CTLET) shall provide a mentoring and professional development program to support continuous growth in online/hybrid pedagogy at York and sharing of best practices implemented at York and other universities;
- The York College CTLET shall provide training and support for students taking online/hybrid courses;
- The York College CTLET shall provide training for faculty in how to observe an online/hybrid course following the PSC CUNY Contract MOA guidelines;
- Any faculty member assigned to conduct an observation of an instructor of an online/hybrid course shall have recently taught an online/hybrid course at York College and received training in how to implement the evaluation of this instructional format;
- The Senate Committee on Instruction and Professional Development shall make recommendations for revisions to the Student Evaluation of Teaching Effectiveness (SETE) to make the feedback relevant to online/hybrid courses;
- If a course has multiple sections, it is recommended that there be a variety of face-to-face, online, hybrid formats offered at some point during the academic year;
- A course syllabus in a hybrid format will include the scheduling of the online and face-to-face components, including whether the online portion is synchronous or asynchronous. The syllabus should include the technologies that will be required for student success in the course;
- The Office of Academic Affairs shall conduct a room use review that will enable departments to schedule courses in a way that makes efficient use of on-campus space while enabling faculty to implement pedagogical best-practices in their field. Options such as alternating weekly room use shall be explored. Departments shall be able to schedule hybrid courses in a way that complies with the York College website and the PSC CUNY Contract MOA definitions of hybrid. Departments will have input into how the online component of their courses are scheduled.

“Adequate professional development” includes but is not limited to

- completing a multi-session course offered by York College or CUNY in online/hybrid instruction and instructional technologies ,
- completing a multi-session course offered by another academic institution in online/hybrid instruction and instructional instruction,
- demonstration of previous effective online/hybrid teaching,
- effectively teaching others online/hybrid instruction and instructional technologies

## Per the York College Website

### Online/Hybrid Course Information

<https://www.york.cuny.edu/academics/academic-affairs/ctlet/for-students/online-hybrid-course-support>

#### What is an online or hybrid course?

Definitions of an online and hybrid course.

Based on the York College Curriculum Committee Online Course Policy:

- An **online course** (labeled WEB as section letters for the course) will be conducted totally online. Students will not meet with the instructor and each other in-person on campus for the entire semester, except for in-person office hours optionally.
- A **hybrid course** will have 33% to 67% of class meetings in face-to-face format, the rest will be conducted online.

On the class schedule an online course section is designated with section letter WEB (or WEB + a number such as WEB1, WEB2). On the "Class Detail" page of the schedule an online course is denoted as "Fully Online" for the "Instruction Mode" while a hybrid course is denoted as "Hybrid" for the "Instruction Mode". You can also find the course mode information in the Notes area of the "Course Detail" page.

## PSC CUNY Contract Memorandum of Agreement

<https://psc-cuny.org/contract/memorandum-agreement-2019>

### **Classroom Teaching Observations of Online Courses:**

**Amend** Article 18.2 (b) 1 and **add** a new section, Section 18.2 (b) 3, as follows:

18.2 (b) 1. Regardless of the mode of instruction, at least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class, except as specified below in Article 18.2 (b) 3 for classes conducted wholly or in part through online technology, during the first ten weeks of the semester. Except as otherwise provided, the employee shall be given no less than 24 hours of prior notice of observation.

Tenured and certificated members of the teaching staff may be observed once each semester.

### 18.2 (b) 3. Teaching Observations for Online Courses:

- a. For teaching observations of online or partially online courses, the parties intend to replicate as closely as possible the longstanding teaching observation practices established pursuant to this Agreement. Therefore, the provisions of Article 18.2 (b) 2 shall apply except as specifically modified herein.
- b. In a fully online synchronous course (that is, a course that meets online for 100% of the semester's class meetings with a regularly scheduled class period during which students and the instructor are online at the same time), the designated observer shall be given limited access to the course platform, usually defined as "student" or "guest" access but in no event "instructor" or "administrator" access, only for the scheduled class period to be observed. Via the method for announcements normally employed by the instructor in the course, the instructor shall inform the students that the teaching observation is occurring. In no event shall the classroom teaching observation memorandum refer to the conduct of course activities outside of the observation period.
- c. In a fully online asynchronous course (that is, a course conducted entirely online without a scheduled class period), the designated observer shall be given limited access to the course platform, usually defined as "student" or "guest" access but in no event "instructor" or "administrator" access, for no more than a 48-hour period that will commence at a specified time not earlier than seven calendar days after the notice of the teaching observation has been given to the instructor. Within 48 hours of receiving notice of the observation, the instructor shall inform the students of the teaching observation and its beginning and end time via the method for announcements normally employed by the instructor in the course.

- d. In a fully online mixed course (that is, a course conducted entirely online using both synchronous and asynchronous instruction), the teaching observation shall take place according to the procedures for a fully online synchronous course, as specified above. At the request of the instructor, and with the consent of the Department Chairperson, the teaching observation may be conducted as it would be for a fully online asynchronous course, as specified above.
- e. In a hybrid or blended course (that is, a course in which some face-to-face classroom periods are replaced by online instruction or any other modality that is not face-to-face), the following rules shall apply:
  - i. If at least 50% of the class sessions are conducted in a traditional face-to-face classroom setting, the observation shall normally take place during a face-to-face classroom period as set forth in Article 18.2(b). At the request of the instructor, and with the consent of the Department Chairperson, the observation may be conducted during an online class session. In such cases, the observation shall be conducted according to the procedures for a fully online synchronous course or a fully online asynchronous course, as applicable.
  - ii. If fewer than 50% of the class sessions are conducted in a traditional face-to-face classroom setting, the observation shall be conducted according to the procedures for a fully online synchronous course or a fully online asynchronous course, as applicable.
  - iii. The Department Chairperson may decide that an instructor teaching a hybrid course who has been observed under this provision may have his or her next observation conducted in the other modality used for the course.
- f. For observations of other than a fully online synchronous course, the observer shall not review online activity that occurred more than seven calendar days prior to the 48-hour period of access to the course platform, nor shall the post-observation memorandum refer to any course activities that occurred more than seven calendar days prior to the 48-hour period of access.
- g. For a fully online course, the post-observation conference set forth in Article 18.2.b may be held, at the request of the instructor, in person, by telephone, or by video conference.