Bi-Directional Global Social Work Field Education: A Collaboration Between Silver School Of Social Work And NYU Buenos Aires (NYU-BA)
Social Work: Robert Hawkins, Diana Mirabito, Mary M. McKay

In 2008, the Council on Social Work Education (CSWE) identified field education as the signature pedagogy of the social work profession (Wayne, Raskin, & Bogo, 2010). In recent years, CSWE (2014) has also enhanced its focus on a global agenda for social work and has encouraged schools of social work to integrate international issues and perspectives and collaborate across country contexts in order to enhance their curriculum, as well as to prepare educators, students, and practitioners for global social work practice. Locally, there has been growing interest in global social work among BSW and MSW students at NYU Silver School of Social Work. Hence, the purpose of this Curricular Development Challenge Fund (CDCF) project is to create a globally-informed Field Instruction/Learning Curriculum that will build upon: 1) The existing Field Instruction Curriculum at the Silver School of Social Work; 2) A new Global Learning Opportunity (GLO) for second year MSW students at Silver; 3) A strong collaborative relationship between Silver faculty (Hawkins, Mirabito, McKay), McSilver Institute for Poverty Policy & Research faculty affiliates (Pardo, Mercado, Ali, Sensoy Bahar) and NYU-BA faculty and social work colleagues (Kazumi-Stahl, Moreno, Otero) in order to develop an global Field Instruction/Learning Curriculum.

Citizen Science: Environmental Justice Through Digital Empowerment
Steinhardt: Raul Lejano, Mary Leou

The proposed course will enable learners to use environmental databases, mapping, and community screening tools already online to investigate local and regional environmental justice issues and prepare spatial analyses of noxious facilities and other disamenities. All of the databases and mapping tools (e.g., EnviroFacts, EJView, EnviroScreen, C-Line, and others) are online in the public domain. Coupled with instruction on methods for conducting spatial analyses and health risk assessment, the course will empower learners to prepare professional-grade evaluations of environmental justice issues. It will be piloted as a hybrid two-week module that is conducted online and in workshop. The initial offering will be to masters students in Environmental Conservation Education, Urban Planning, and Environmental Engineering. In the second offering of the course, it will be packaged as an online course offered to the public and will be actively marketed. The potential audience for the online course includes community advocates, teachers seeking continuing education credit, and environmental professionals and should allow the course to be self-sufficient.
Designing Instructional Modules To Support The Methods Courses For NYU Steinhardt's New Dual Certification Programs In Secondary Content Areas And Special Education
Steinhardt: Diana Turk, Audrey Trainor, Sarah Beck

This project entails the design, creation, implementation, and assessment of special education modules for use in social studies education and English education methods courses. Pending approval from New York State (anticipated in the first quarter of 2015), NYU Steinhardt is poised to implement two new secondary-level dual general/special education certification programs. Both programs combine Teaching Students with Disabilities (special education) and content expertise in a) English Education, grades 7-12, and b) Social Studies Education, grades 7-12. The special education modules supported through this project will provide a seamless integration of content. These modules will incorporate core special education practices, sharpening pre-service teachers' knowledge and skills in areas such as universal design, metacognition, and school-wide positive behavior supports, thereby enriching the content-based English and Social Studies methods curricula. This project seeks funding from the Curriculum Challenge Fund to support an hourly graduate student who will help us 1) create a complex curricular mapping of the two dual certification programs, 2) assist in securing the media materials (e.g., video) needed to develop these instructional modules, and 3) align content with state and national standards. In addition, we seek funds to pay for media, materials, and resources needed for these modules and to pay for refreshments as we do this intense curriculum development work.

Environmental DNA: Lab And Analytical Method
FAS: Todd R. Disotell

The concept of environmental DNA (eDNA) came dates to the late 1980’s and 90’s with the realization that sequencing all of the DNA in an environmental sample (e.g. soil, water, feces, biting insects, or other biological detritus) may yield a record of all the organisms that have recently been present in a particular environment. Unfortunately, it hasn’t been until very recently that DNA sequencing technologies have advanced to the point of making such studies feasible for undergraduate students in an advanced course. This project intends to develop a course for advanced undergraduates in Anthropology, Biology, Environmental Studies, Global Public Health, and other programs to expose them to and train them in the latest generation of molecular techniques used to characterize eDNA and the bioinformatic tools to analyze large datasets. The objectives of the course are to demonstrate the potential of analyzing eDNA for a wide variety of projects across multiple disciplines. Students will carry out environmental sampling in New York City and gain proficiency in the state-of-the-art high throughput sequencing technologies. An important component of the course will be learning the bioinformatic techniques used to analyze and present such data. It is expected that most students will use their analyses as part of senior honors’ theses or capstone projects.
Expanding Global And Experiential Understanding In Education
Steinhardt: Carol Anne Spreen

A key component of the Curriculum Development Challenge Fund (CDCF) will be identifying and expanding existing HMSS courses (e.g. adapting graduate courses for undergraduate or hybrid enrollment), and expanding the curriculum to include inquiry and place-based learning experiences for both graduate and undergraduate students. Students in the minor and major come from across the entire university and the interdisciplinary coursework offered in HMSS introduces them to critical social, cultural, economic, political, legal and policy issues in education. With funds from the CDCF I specifically plan to focus on the development of a new four-credit service-learning course for undergraduate students (to be launched in the Fall of 2015). The course substantially revises a current graduate course in human rights education, bringing an important new pedagogical component centering on civic engagement and social action. International Human Rights Activism and Education is based on an approach towards teaching human rights that includes working with teachers in NYC public schools and community-based organizations that serve marginalized or excluded youth. The course will be developed in collaboration with NYU’s Partnership School Program (PSP) which is based on Steinhardt’s long-standing relationship with 23 schools situated across NYC’s lower East side.

The design of the course emerges from the PI’s ten years of research and consultation with a variety of students, parents, teachers and community members involved in human rights education globally, and five years of teaching community-based service learning courses at the University of Virginia. Rather than teaching about human rights through laws and declarations, the course examines how by working with marginalized high school students who are refugees and migrants who have traditionally been excluded from rich and powerful learning opportunities, teaching about rights can be utilized to mobilize and engage youth in empowering education and social change.

Hands-On Student Training Of Low-Tech AAC Tool
Steinhardt: Celia Stewart, Peter Rahonis

The Communication Sciences and Disorders Department offers robust masterslevel training in a variety of disorders in both children and adults and strives to remain current with advanced rehabilitative methodologies. This proposal seeks to build our knowledge base so we can provide training for students to use a new low-tech augmentative communication (AAC) technique known as Talking Mats in the treatment of communicatively impaired patients with Huntington’s disease (HD). This tool allows afflicted adults to use cards containing pictures to express their preferences and goals in situations where speech is impossible. Talking Mats originated in Scotland and its use is currently focused in Europe; this proposal also presents an opportunity for NYU to become the first center in the United States that offers this technique.
Interdisciplinary Production Of A Reality-Based Training Film For Clinical Social Work Practice In Behavioral Health Settings

Social Work: Carol Tosone; Tisch: Lynne Mc Veigh; Hunter College: Caroline Rosenthal Gelman

With the passage of the Patient Protection and the Affordable Care Act (ACA), there has been an increasing need for social workers knowledgeable about practice in behavioral health care settings with vulnerable populations. There is a dearth of educational material to train social workers in this practice environment to address the needs of underserved populations. Through an interdisciplinary collaboration uniting the clinical expertise of the Silver School of Social Work with the artistic and technical resources of the Tisch School of the Arts, and using students in every facet of the project, we propose to develop a training film depicting basic knowledge, skills and competencies in clinical social work practice in behavioral health settings. Thus, both the process and product will involve innovative learning opportunities for our Social Work and Arts students. In addition, the product, which we hope to distribute nationally, as we have done with previous collaboratively-produced educational materials, will potentially impact the training of social workers across the country.

MPSO Revisited: Developing The Management Core For NYU Wagner

Wagner: David M. Elcott

Managing Public Service Organizations (MPSO) is the core course required of all Wagner students. It was developed more than a decade ago, before the ubiquitous opportunities of the internet and social media, and their implications for leadership and management training. It is crucial for Wagner to redesign the sole management course required of all our students.

Online Statistics Modules For Incoming Wagner Students

Wagner: Judy Polyné, John Andrew Sinclair

An initiative of Dean Sherry Glied, this curricular design project aims to create multimedia statistics modules and make them available online to incoming Wagner students. The statistics modules will be geared toward students entering the required core Statistical Methods for Public, Nonprofit, and Health Management (Stat 1) course at Wagner. They will serve to support students who lack the math foundation necessary to succeed in Stat 1 and provide a bridge for students who are eligible to waive Stat 1 and enroll directly in Multiple Regression and Econometrics (Stat 2). The modules will be built in WordPress and use original, multimedia course content to walk students through the application of key statistics concepts to a specific policy question. This initiative will be undertaken in collaboration with NYU’s Global Technology Services (GTS), which is committing an instructional technologist and other human resources to
the project. Wherever possible, the project will strive to repurpose existing statistics modules that GTS has developed for courses in other schools. Assessment will be an integral part of the initiative by tracking the students who have completed the online modules and evaluating their performance in Stat 1 and/or Stat 2, as applicable.

**Supporting Transfer Students’ Inquiry-Based Learning Through Scaffolding Mentoring**  
Steinhardt: Gigliana Melzi, Adina Schick

The Applied Psychology Undergraduate Program (APUG) at NYU Steinhardt was designed to develop students who bridge psychological theory, research, and practice in a multicultural world. To achieve this goal, a key focus of our Program is balancing classroom learning with experiential and inquiry-based learning. In line with this approach, our Honors Program in Applied Psychology encourages students with a record of exceptional achievement to conduct an Honors (i.e., independent research) Project during their Senior year, under the mentorship of a faculty member. Although the program has been successful, anecdotal data collected over the past five years has suggested that external transfers to our program (who comprise 19% of our student body) are at a disadvantage when it comes to Honors, for two main reasons (1) they typically enter the program with less-developed writing and research skills, and (2) they generally do not have ample time to build a relationship with a faculty member who would might as a research mentor. We, thus, are requesting funds from the CDCF for an initiative that seeks to provide stellar external transfer students with the scaffolding they need to successfully participate in our Honors Program by having them work in close collaboration with graduate students (N = 6 for the pilot year) who, as junior mentors, would provide them with additional scaffolding around the research and writing process.