BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW)

STUDENT HANDBOOK

POLICIES and PROCEDURES for STUDENTS

BSSW Program Philosophy

"We believe that we can work together to create such an environment of learning that our SW students become conscious of their identities, roles, and responsibilities in society and are inspired to become change agents, seeking to facilitate the empowerment of others as they grapple with oppression and injustice."

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SECTION I. MEDGAR EVERS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
MISSION STATEMENT

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees of The City University of New York. The College, named for the late civil rights leader, Medgar Wiley Evers (1925-1963), was established in 1970 with a mandate to meet the educational and social needs of the Central Brooklyn community. The College is committed to the fulfillment of this mandate.

In keeping with the philosophy of The City University and Medgar Evers College, we believe that education has the power to positively transform the lives of individuals and is the right of all individuals in the pursuit of self-actualization. Consequently, the College's mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of liberal education. The College offers programs both at the baccalaureate and at the associate degree levels, giving close attention to the articulation between the two-year and the four-year programs.

The College has a commitment to students who desire self-improvement, a sound education, an opportunity to develop a personal value system, and an opportunity to gain maximum benefits from life experience and from their environment.

School of Liberal Arts Mission Statement

The mission of the School of Liberal Arts (SLA) is to prepare students to achieve their academic and career goals, immerse them within a learning community characterized by engagement with a rich and diverse liberal arts curriculum, and to cultivate scholarly excellence, cultural awareness, and social responsibility. The mission of the School aligns with the College’s mission and commitment to the belief that an inclusive liberal arts education is a necessary foundation for ongoing intellectual development, professional studies, and effective service to the community.
SECTION II. BACHELOR OF SCIENCE IN SOCIAL WORK DEPARTMENT  
MISSION, VISION AND PHILOSOPHY

BSSW Program Mission
The mission of the BSSW Program is to “prepare students at the baccalaureate level for entry into generalist social work practice with individuals, families, groups, communities and organizations, as well as for continued study at the graduate level.”

BSSW Program Philosophy
“We believe that we can work together to create such an environment of learning that our SW students become conscious of their identities, roles, and responsibilities in society and are inspired to become change agents, seeking to facilitate the empowerment of others as they grapple with oppression and injustice.”

The program builds on a solid liberal arts foundation and provides a challenging generalist curriculum. It incorporates courses that focus on field practice, policies and services, and human behavior in the social environment. All courses are aligned to comply with the standards for social work education as defined by the Council on Social Work Education (CSWE) Commission on Accreditation.

What is Social Work?
Social Work is an exciting and challenging profession that is concerned about transactions between people and the transactions between people and the institutions of societies that affect the ability of people to meet the responsibilities of daily living, achieve their goals, and minimize stress. The purposes of social work are (a) to help people solve their problems; (b) to develop their coping capacities and obtain needed resources; (c) to work to improve the operation of social institutions; and (d) to contribute to the development of social policies to meet the needs of people more effectively in various socio-economic, cultural and ethnic settings.

Career Objectives for Students
Upon graduation, students will be prepared for beginning social work practice with individuals, groups, and in community practice agencies as entry-level professional social workers in social service, health, and human services agencies as well. Students are also prepared for continued study at the graduate level.
The Bachelor of Science in Social Work (BSSW) defines its concept of generalist social work practice using a framework that integrates proficiency in the knowledge, ethics, values and skills of the social work profession as defined by CSWE.

The BSSW program utilizes the Association of Baccalaureate Social Work Program Directors (BPD) definition of generalist social work practice which is as follows:

*Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.*

*(Discussed and advanced by the Baccalaureate Program Directors Social Work Continuum Committee and approved by the Board Directors, 2006.)*

This concept of generalist social work practice that characterizes the BSSW program views social work as an empowering profession. In this context, the faculty, administration, staff, students and community work together to create learning environment in which students become conscious of their identities, roles, and possibilities in society and are inspired to become change agents, seeking to facilitate the empowerment of others as they grapple with oppression and injustice.

**The Social Work Goals**

The Bachelor of Science in Social Work (BSSW) program prepares students for entry-level professional opportunities in generalist social work practice with individuals, groups, families, organizations and communities. The general goal of the baccalaureate degree program is to graduate students who will demonstrate proficiency in the knowledge, ethical values and skills of the profession. It further emphasizes the importance of preparing students to become generalist practitioners who work in an ethical manner to help to alleviate social and economic injustice as engaged, socially responsible citizens in a rapidly changing world. The program goals are to:
Goal I: Prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities.

Goal II: Prepare students for social work practice with diverse populations and cultures.

Goal III: Prepare students in the use of social work research to inform and evaluate practice.

Goal IV: Prepare students for development of a professional identity in concert with social work ethics.

Goal V: Prepare students to promote social and economic justice for disenfranchised groups through social change and advocacy.

Social Work Objectives
The program’s twelve objectives support the achievement of its five goals. The program is designed to ensure that each course includes one or more student learning outcomes that will introduce, reinforce, and provide a means of assessing students’ mastery of program objectives.

Objective 1: Demonstrate critical thinking in social work practice.

Objective 2: Support and uphold professional social work standards, values and ethics in social work practice.

Objective 3: Practice with respect and skill related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation and demonstrate knowledge of regional special populations including the elderly and those who are physically or mentally challenged.

Objective 4: Understand the forms and mechanisms of oppression and practice without discrimination and use appropriate social work interventions including political and case advocacy to advance social and economic justice.

Objective 5: Understand the history of the social work profession and its current structures and issues.

Objective 6: Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change.
**Objective 7:** Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities.

**Objective 8:** Analyze the adequacy and effects of social policy on client populations, colleagues, agencies and communities to formulate appropriate policies in response to human needs.

**Objective 9:** Utilize social work research skills and knowledge to evaluate practice and program effectiveness.

**Objective 10:** Exercise effective communication skills with a variety of client populations, colleagues, and members of the community.

**Objective 11:** Exercise use of supervision and consultation to guide social work practice.

**Objective 12:** Understand and function within the structure of public or private organizations and service delivery systems, seeking organizational change when necessary.

**Social Work Competencies**
The following nine (9) expected educational competencies are derived from the 2015 CSWE Educational Policy Standards (EPAS) student learning outcomes and are aligned with the twelve BSSW program objectives listed on pages 8 and 9 of this handbook. Upon successful completion of field work, students will demonstrate the ability to:

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
SECTION III. MEDGAR EVERS COLLEGE ADMISSION AND RETENTION POLICIES

First Time Admissions (Freshmen)
Freshmen students may obtain a copy of the booklet, "A Guide to Freshman Admissions" from high school advisors, the CUNY Office of Admissions Services, or from the Medgar Evers College Office of Recruitment and Admissions. This guide provides information about admission requirements, course offerings, and application procedures for all CUNY Colleges. Students who are in their last year at a New York City public high school may obtain the Freshman Booklet and a pre-printed application form from the college advisor at their school.

Entrance Requirements
A diploma from an accredited high school is required of all freshmen for admission to Medgar Evers College. Furthermore, an overall academic average of eighty percent (80%) is required for entrance into a baccalaureate degree program, all those with less than an eighty percent (80%) average will be considered for the Associate degree programs only.

A High School Equivalency Diploma (GED) earned with a score of 2250 or higher may be substituted for a high school diploma. In addition, freshman applicants to baccalaureate programs must demonstrate readiness for college-level work in English and Mathematics. They may demonstrate this by: 1) attaining a 480 score on the verbal and math sections on the SAT, or 20 on the ACT; 2) attaining a 75 on the New York State English and Mathematics Regents examinations; or by 3) passing the CUNY Skills Assessment Test.

Admission to the Bachelor of Science in Social Work Degree Program
Please Note: The BSSW program does not grant social work Credit for Life Experience (CLEP) or Credit for Adult and Experiential Learning (CAEL) work experience. To be awarded the BSSW degree, all Social Work majors must complete all the requirements of the BSSW Program. Application to the BSSW Program is due the last day to register for classes

The following are the admissions criteria for the BSSW program:

- Admission to Medgar Evers College CUNY;
• Completion of Core (Medgar Evers College) courses or enrollment in the final Core course(s) at time of admission to the Social Work Program;
• Completion of at least 42 credits at the time of application and 55 credits at the time of admission to the Program;
• Completion of all City University of New York (CUNY) requirements including placement examinations (ACT);
• Cumulative GPA of not less than 2.5 at time of application to the program;
• Written application to the Social Work Program which includes an admission essay;
• Current degree audit and all transcripts from other colleges if applicable;
• Individual interview with Social Work Faculty; and
• No Credit for Life Experience (CLEP) or Credit for Adult and Experiential Learning (CAEL) will be considered.

Transfer Students
Students who have attended a college or another post-secondary institution must file an "Application for Advanced Standing (Transfer) Admission." Transfer applications are available at the Medgar Evers College Office of Recruitment and Admissions or at The City University of New York Office of Admission Services. Transfer students interested in applying to the BSSW Program must meet the same requirements listed under Criteria for Admission to the Bachelor of Science in Social Work Program.

Transfer From Another Social Work Program
Students who wish to be admitted to the social work program who were previously accepted at a CSWE accredited program must show evidence via a reference letter from the social work program director that the student left the program in good academic standing. The student must grant permission to Medgar Evers College faculty to discuss his/her academic status with the program director at that institution(s).

Transferring Social Work Credits
The social work faculty adviser will review the official college transcript to determine if the student has met the requirements for satisfactory completion of the social work courses for which transfer credit(s) is (are) requested. In addition, specific standards must be met: 1) the courses must have been taken at a CSWE accredited social work program; 2) if deemed necessary, the student may be asked to take an exam in order to receive credit for the social work courses requested.
Social Work Department’s Retention Policies and Procedures
In order to remain in good academic standing in the BSSW Program, students must:

- Obtain a grade of C or better in all social work courses taken prior to and after admission to the program;
- Comply with the National Association of Social Workers (NASW) Social Work Code of Ethics and the Medgar Evers College Code of Conduct;
- Maintain the minimum grade requirement of C or better in Social Work courses, and
- Complete all coursework requirements including field work.
SECTION IV. MEDGAR EVERS COLLEGE POLICY IN REGARD TO STUDENT CONDUCT AND NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Student Conduct

As stated in the Medgar Evers College Catalog, "The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students attending the College are required to obey the laws of the City, State, and Nation, and they are expected to set and observe a proper standard of conduct and social work students are expected to comply with the National Association of Social Workers (NASW) Code of Ethics, see Appendix III

Medgar Evers College Policy regarding Student Conduct see Appendix II. The complete Medgar Evers College Catalog is available online at http://www.mec.cuny.edu/catalogue/catalogue.asp

The NASW Code of Ethics is available online at www.socialworkers.org/pubs/code/default.asp
SECTION V. SOCIAL WORK CURRICULUM - INTRODUCTION

Introduction
Medgar Evers College students are required to complete the College’s core curriculum, which provides solid liberal arts foundation, and prepares students for lower and upper level work in the degree of their choice. The BSSW degree program offers a professional foundation curriculum that is aligned with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) Section 4, and implements the above conception of generalist practice throughout its professional curriculum. The lower level and upper level BSSW courses are designed to: 1) meet CSWE requirements that social work education “enable students to integrate the knowledge, values and skills of the social work profession for competent practice;” 2) prepare graduates to meet the social challenges facing the community; and 3) meet the standards for admission to a master’s level social work program. The curriculum includes courses in human behavior in the social environment, social work practice, policy and services, and field experiences that comply with the standards for social work education as defined by the Council on Social Work Education (CSWE) Commission on Accreditation, 2003. It also incorporates three areas of special interest: child welfare, substance abuse, and gerontology.

Recommended Sequence of Social Work Courses
In keeping with the standards established by the Council on Social Work Education (CSWE), the Social Work Program is designed so that course work is progressive and integrated. Course sequencing is structured by prerequisite and co-requisite requirements. A pre-requisite is a course students must take prior to the current course in question; a co-requisite is a course students take concurrently with the course in question. Pre-requisites are designed so that lower level courses provide a foundation for upper level courses. Co-requisites are designed to integrate and supplement courses taken concurrently.

The following table indicates the Social Work Sequencing by Semester:
# Social Work Department: BS- Social Work Course Sequencing by Semester

(Including CUNY Pathway Courses)

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<td>2MUS 100</td>
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<td>Culture, Society, and Social Change</td>
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<td>2ENG 212</td>
<td>World Literature</td>
<td>3</td>
<td>ANTH 201</td>
<td>The Nature of Culture</td>
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<td>3HIST 101</td>
<td>World Civilization</td>
<td>3</td>
<td>GEOG 202</td>
<td>Human Geography</td>
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<td>3SOC 101 or 3PHIL 101 or 3PSY 101</td>
<td>Choose one: Introduction to Sociology (3) or Introduction to Logic (3) or Introduction to Psychology (3)</td>
<td>3</td>
<td>2BIO 211</td>
<td>Biotechnology &amp; Society</td>
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<td>POL 101</td>
<td>Introduction to Political Science</td>
<td>3</td>
<td>SW 231</td>
<td>Social Work Methods: Micro Practice with Individual</td>
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<td>GEOG 201</td>
<td>Physical Geography</td>
<td>3</td>
<td>POL 200</td>
<td>Introduction to American Government</td>
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<td>2HIST 200</td>
<td>The Growth and the Development of the U.S</td>
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<tr>
<td>SW 304</td>
<td>Theories of Human Behavior &amp; Social Environment</td>
<td>3</td>
<td>SW 331</td>
<td>Social Work Macro Practice (Service Learning)</td>
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<td>MTH 209</td>
<td>Elementary Statistics</td>
<td>4</td>
<td>SW 337</td>
<td>Population at Risk</td>
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<td>SW 330</td>
<td>Social Work Group and Family Dynamics</td>
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1 Require Core Courses  
2 Flexible Core Courses  
3 Major Requirements and Electives
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<td>SW 323</td>
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<tr>
<td>SW</td>
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<td><strong>SW Area of Interest</strong></td>
<td><strong>3</strong></td>
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<tr>
<td>SW 338</td>
<td>Social Welfare Policies</td>
<td>3</td>
<td>Elective</td>
<td>Choose from: SW 303, SW 315, SW 457</td>
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<td>SW 420</td>
<td>Field Practicum I Internship Note: Students with 90 credits must submit an application for SW 420 the last business day February in order to determine eligibility to enter Field Practicum in the Fall semester of that year.</td>
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<td>Elective</td>
<td>Field Practicum II Internship Note: All requirements of Field Practicum I must be completed in order to register for Field Practicum II</td>
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**Note: semester sequencing applies to students with no remediation.**

**Required Core Courses**

Areas of Interest**—Select one of the following Substances Abuse or Gerontology or Child Welfare.

**Areas of Interest Courses: Child Welfare (15 Credits)**

- SW 305 Child Welfare Systems
- SW 321 Social Work with Children and Families
- SW 340 Social Problems in Society
- SW 402 Child Welfare Case Studies
- SW 405 Legal, Ethical and Advocacy Issues in Child Welfare

**Substance Abuse (15 Credits)**

- SW 309 Substance Abuse
- SW 310 Medical/Social/ Psychological Aspect of HIV/AIDS
- SW 311 AOD Counseling with Diverse Populations
- SW 312 Drugs and Personal Health
- SW 350 Principles and Practices of Social Work with Addicted Population
Gerontology (15 Credits)

- HSC 301 A Bio/Psycho/Social Approach to Geron. 3
- HSC 302 Health Issues throughout the Aging Process 3
- PA 330 Public Policy, Advocacy and Services for the Aged 3
- SW 409 Intergenerational Issues in Social Work 3
- SW 412 Gerontological Seminar on Ethical Issues 3

Listed below are BSSW courses and their descriptions grouped according to the seven curriculum content areas identified in the CSWE Educational Policy, Section 4 (Foundation Curricula Content).

**Content Area 4.0: Values and Ethics.** Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics.

**SW 220 - Introduction to Social Work**
3 Credits/3 Hours  
*Pre-requisite: ENGL 112*

**Course Description**
This course is an introduction to the profession of social work and the philosophical, societal and organizational contexts within which professional social work activities are carried out. This course provides the opportunity for students to explore their interest in, and potential for, a career in social work. It introduces the knowledge, skills, and values of social work as a profession and explores the role of social workers within the broad areas of social welfare and social services. The course emphasizes the value base of social work practice and its commitment to diversity, social and economic justice. Social work practice and policy in an international setting as well as examples of innovative approaches to social work issues that are common to many countries will also be discussed. Students are encouraged to bring to class sessions examples of their work/involvement in disaster relief efforts.

**Content Area 4.1: Diversity.** Social work programs integrate content that promotes understanding, affirmation and respect for people of diverse backgrounds.

**SW 323 - Social Work with Diverse Population**
3 Credits/3 Hours  
*Pre-requisite: ENGL 311, SW 331*

**Course Description**
This course is designed to review and affirm the history, cultural values, and family structures of the diverse life styles within African, Asian, Mexican, Puerto Rican and Native American cultures. This
examination of diversity will include issues within groups of gender, class, age, immigration, history, sexual orientation, level of acculturation, color, language, and religion and spirituality. From an ecological perspective, the course will examine social and economic factors which have shaped the experiences and socioeconomic status of persons within these groups and will explore the relevance of cultural diversity to social work values and practice.

**Content Area 4.2: Populations-at-Risk and Social and Economic Justice.** Social work education programs integrate content on populations at risk, examining factors that contribute to and constitute being at risk.

**SW 337 - Populations at Risk**  
3 Credits/3 Hours  
*Pre-requisite: SW 331, SW 323*

**Course Description**  
This course will explore factors that contribute to being “at risk”. Class discussions will focus on issues of income disparities, racial and ethnic group discrimination, religious intolerance, elitism, sexism and ethnocentrism which contribute to perpetuating powerlessness in a society. A major focus of this course is to encourage critical thinking, in a post 9/11 era, about some controversial issues and "risk" factors that contribute to injustice and inequality. Students will be encouraged to develop suggested recommendations and strategies for solving some of society’s social problems. The course will also address issues regarding people of color, women, gay and lesbians as well as special populations.

**Content Area 4.3: Human Behavior and the Social Environment.** Social work programs must provide content on the reciprocal relationships between human behavior and the social environment and include empirically based theories and knowledge that focus on the interaction between and among individuals, groups, societies, and economic systems.

**SW 231 – Social Work Micro Practice**  
3 Credits/3 Hours  
*Pre-requisite: SSC 101, ENGL 112*

**Course Description**  
This course provides the social work student a conceptual and theoretical framework for social work generalist practice in diverse settings and with client systems that social workers interact with in various roles. There is emphasis on ethics and values of the profession as they apply to situations with families and groups. Learning methods will include lecture, readings, audiovisuals, discussion, role plays, group exercises, and written assignments.
This course highlights the necessary skills to address the needs of a diverse population, preparing the student to provide social work in agencies that serve people of various socioeconomic, racial, and ethnic backgrounds, gender, age, physical and mental abilities, and others who need social work services.

**SW 304 - Social Work Practice: Theories of Human Behavior in the Social Environment**  
3 Credits/3 Hours  
*Pre-requisite: SW 323, SW 337*  
**Course Description**  
This course focuses on theory and knowledge of individuals and families including biological, social, psychological, spiritual and cultural factors that impact human development and behavior in a global context. Utilizing the generalist approach to social work practice, a social systems perspective is applied to understand the relationships between and among individuals, families and the broader social environment.

**Content Area 4.4: Social Welfare Policy and Services.** Programs must provide content about the history of social work, the history and current structure of social welfare services, and the role of policy in service delivery, social work practice and attainment of individual and social well-being.

**SW 338 - Social Welfare Policy and Services**  
3 Credits/3 Hours  
*Pre-requisite: ENGL 150, SW 220, SW 230*  
**Course Description**  
This course examines the history and development of social welfare policies through the present with a significant focus on the contemporary social welfare policies and issues and its impact on populations-at-risk, including ethnically and culturally diverse populations, the elderly and the physically challenged. Students will learn how to analyze policy from a values perspective with a focus on social and economic justice. Students will be expected to address a contemporary social problem and analyze the range of social welfare policies in order to develop a position paper.

**Content Area 4.5: Social Work Practice.** Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities.

**SW 330 – Social Work Methods: Mezzo Practice Group and Family Dynamics**
3 Credits/3 Hours  
*Pre-requisite: SSC 101, ENGL 112*

**Course Description**
This course provides the social work student a conceptual and theoretical framework for social work generalist practice in diverse settings and with client systems that social workers interact with in various roles. There is emphasis on ethics and values of the profession as they apply to situations with families and groups. Learning methods will include lectures, readings, audiovisual, media, discussions, role play, group exercises, and written assignments. This course highlights the necessary skills to address the needs of a diverse population, preparing the student to provide social work in agencies that serve people of various socioeconomic, racial, and ethnic backgrounds, gender, age, physical and mental abilities, and others who need social work services.

**SW 331 - Social Work Methods: Macro Practice with Organizations and Communities**
3 Credits/3 Hours  
*Pre-requisite: ENGL 311, SW 330*

**Course Description**
This course will further develop the knowledge skills of generalist practice and will provide the knowledge and skills necessary to apply problem solving methods to groups and communities. Students will learn alternative intervention strategies with populations at risk, and examine ethical conflicts in work with groups and communities. Emphasis will also be placed on teaching students how to conduct a generalist social work assessment and engage in action planning in order to frame suggested solutions to group and/or community problems. This is a service-learning course and students will be expected to devote sixteen hours outside of class during the semester in pre-selected community sites.

**Content Area 4.6: Research.** Qualitative and quantitative research content must provide understanding of a scientific, analytic and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence based interventions.

According to CSWE, qualitative and quantitative research content provides an understanding of a scientific, analytic and ethical approach to building knowledge and practice. Research knowledge is also used by social workers to provide high quality services and to initiate change. Research methods course is primarily concerned with theory are generalizations and explanations that help us understand
human social behavior and it is the development of this understanding that is the primary goal of social
scientists.

**SW 308 Social Research Methods for Social Work**
3 Credits/3 Hours
*Pre-requisite: ENGL 311, MTH 209, SW 220*

**Course Description**
This course will familiarize the social work student with the varied techniques used in social research.
The focus will be on the types of data that are generated by the various social science disciplines and the
methods used in analyzing the data as it pertains to social work. Social work students will be introduced
to the principle of research design, the mechanics of qualitative versus quantitative research, the
mechanics of interviewing, case study, questionnaire construction and tabulation. The various biases and
other factors of social research will be covered.

**Content Area 4.7 Field Education:** Field education is an integral component of social work education
anchored in the mission, goals and educational level of the program. Field education is systematically
designed, supervised, coordinated and evaluated on the basis of criteria by which students demonstrate
the achievement of program objectives.

**SW 420 - Field Practicum I**
3 Credits/3 Hours
*Pre-requisite: SW 323, SW 337, SW 403*

**Course Description**
This course integrates the knowledge, values, and skills developed throughout the social work curricula
as students are engaged in structured, individualized learning opportunities in a community agency
setting. Faculty, agency field instructors, and students collaborate to facilitate the transition from
classroom to practical field experience. Under the supervision of a licensed social worker, students will
complete 15 hours per week for a minimum of 200 hours in an agency setting approved by the Medgar
Evers College Social Work field coordinator. The practical field experience will also serve as an
opportunity to integrate knowledge, skills, and theory learned in the classroom.
SW 421 - Field Practicum II - Senior Capstone Course
3 Credits/3 Hours
Pre-requisite: SW 420

Course Description
This is a Senior Capstone Course which serves as the culmination of a yearlong field education experience and is offered in the final semester of the Social Work program. This course integrates the knowledge, values, and skills developed throughout the social work curricula and is the capstone course in the Social Work sequence. Students continue to engage in structured, individualized learning opportunities in a community agency setting. Faculty, agency field instructors, and students collaborate to apply generalist social work skills, values and knowledge in the practice. During the semester, students will complete 15 hours per week for a minimum of 200 hours in an agency setting approved by the Medgar Evers College Social Work field coordinator. This course will serve as a culminating opportunity, where the knowledge, skills, and theories learned in social work courses are understood in the context of practical application. Students are expected to submit the portfolio of work which began in Field Practicum 1. A practice research paper will be required.
SECTION VI. AREAS OF SPECIAL INTEREST

There are three Areas of Interest from which students can choose: Child Welfare, Gerontology, and Substance Abuse. Below is a list of the required courses for the three Areas of Special Interest

CHILD WELFARE

SW 305 - The Child Welfare System
3 Credits/3 Hours
*Pre-requisite: ENGL 311, SW 301, SW 302

Course Description
This course will examine the emergence of the child welfare system in the United States. Specific references to the social welfare movement, social policy as it affects children from different cultural backgrounds, and recent changes in local child welfare systems will be examined. Topics covered will include adoption, foster care, child abuse and neglect and the inter-relationship between social problems and policies on the child welfare system. The role and responsibilities of the child welfare worker will be addressed.

SW 321 - Social Work with Families and Children
3 Credits/3 Hours
*Pre-requisite: ENGL 311, SW 220, SW 301

Course Description
This course will explore some of the critical issues that impact on social work services for children and their families and examine an integrative model for assessing the needs of children and others in the family in order to develop appropriate strategies for intervention. Cultural and ethnic issues in working with children and with special needs children and their families will be emphasized.

SW 340 - Selected Problems in Community Organization
3 Credits/3 Hours
*Pre-requisite: ENGL 150, SW 220, SW 301

Course Description
This course addresses major issues facing local communities (e.g., housing, health care delivery, social services and education). The student will also be involved in some aspect as participant-observer in one of these areas.
SW 402 - Child Welfare Case Studies
3 Credits/3 Hours
Pre-requisite: ENGL 311, SW 301, SW 302

Course Description
This course examines actual case studies from the field of Child Welfare. These case studies will present multiple issues (e.g., biological, psychological, social) to help students link theoretical frameworks to what is practical in working with children and families. Using the generalist problem solving method, students will learn how to analyze diverse cases in child welfare practice by engaging families, assessing needs, and designing an appropriate treatment plan. The cases will expose students to diverse cultures, families who come from different socioeconomic backgrounds, and provide them with opportunities to become familiar with safety and risk assessment, family case analyses and assessment diagrams.

SW 405 - Legal, Ethical and Advocacy Issues in Child Welfare
3 Credits/3 Hours
Pre-requisite: ENGL 311, SW 301, SW 302

Course Description
This course is designed to examine how the legal and the court system work, major functions of forensic social work, the interdependency of law and social work, the skills necessary for social workers and others in the helping profession to be effective advocates for children within the legal system. The course will also address ethical conflicts for the social worker operating within the court system in relation to the social work code of ethics. Students will examine and discuss constitutional law, statutory law, administrative law and judicial and common law as they impact on social work services for children and their families. Recent court decisions related to children’s parents and caregivers rights and their impact on professional standards of social work practice, policy frameworks and operations of child welfare programs will also be examined.

GERONTOLOGY

HSC 301 - Fundamental Concepts of Gerontology
3 Credits/3 Hours
Pre-requisite: ENGL 150

Course Description
A biological, psychological, social/cultural approach to the aging process, this course provides allied health students with a comprehensive overview of interrelated biological, intellectual spiritual, psychological, socio/cultural and environmental issues related to the aging process in a rapidly changing technological society.
HSC 302 - Health Issues Throughout the Aging Process
3 Credits/3 Hours
Pre-requisite: ENGL 150, HSC 301
Course Description
This course utilizes a multidisciplinary approach to explore issues relevant to the health care team members approach to care of the culturally diverse and rapidly increasing aging population in society and particularly in the inner city. Issues such as developmental issues in middle and older adulthood demographics, economics epidemiology, health care policy and practices as advocacy are among the topics to be addressed.

PA 330 - Public Policy, Advocacy, and Services for the Aged
3 Credits/3 Hours
Pre-requisite: ENGL 150
Course Description
This course is designed to give students a historical, political, and sociological perspective on the policymaking process concerning the aging population, as well as explore the activism on the part of the aging population. These individuals cross all social and demographic boundaries and it is important to understand their makeup in the United States and how their pluralistic nature helps to shape how they help shape public policy in a country such as the United States.

SW 409 - Intergenerational Issues in Social Work
3 Credits/3 Hours
Pre-requisite: HSC 302
Course Description
This course will explore intergenerational issues in social work which impact on the elderly and their families and/or caregivers. Specifically, this course will focus on working with elders and their support network (e.g., spouses, partners, family members and caregivers). The course examines the biological, psychological and social effects of aging and provides the student with approaches to affective assessment and intervention strategies. Social work practice and treatment issues are identified to help students develop assessment and treatment skills for work with older adults and their families.

SW 412 - Gerontological Seminar Legal & Ethical Issues
3 Credits/3 Hours
Pre-requisite: ENGL 150
Course Description
The purpose of this course is to teach students legal and ethical concepts, principles and issues that impact on services to the society’s elderly population. Students will examine how policies shape and influence services to this population and ultimately influences social work practice. Students will revisit National Association of Social Workers (NASW) Code of Ethics to inform their judgments and critical thinking about Gerontological issues and services to the elderly.

**SUBSTANCE ABUSE**

**SW 309 - Substance Abuse Treatment: Counseling Theory and Techniques**
3 Credits/3 Hours
*Pre-requisite: ENGL 311, SW 301, SW 302*

**Course Description**
In classroom sessions, students will acquire an understanding of alcohol and other drug (AOD) abuse as a bio-psycho-social problem. Applying basic social work principles, participants will learn a spectrum of treatment approaches to helping clients achieve abstinence and long-term recovery and acquire insight into the client-counselor relationship. Sessions will include counseling exercises, experiential group experience and other counseling techniques designed to hone students’ counseling skills that are vital in a clinical setting. Lectures and readings will address: intakes; DSM-IV diagnoses; leading and co-leading groups; individual counseling; family counseling; treatment planning, motivating clients to change; self-help programs; encountering resistance; relapse prevention; vocational training and referrals and termination.

**SW 310 - Medical/Social/Psychological Aspects of HIV/AIDS**
3 Credits/3 Hours
*Pre-requisite: ENGL 311, SW 301, SW 302*

**Course Description**
This course is designed to familiarize students with the disease, culture, and behaviors related to the HIV virus and AIDS. The course will also examine HIV transmission and prevention; including how even small amounts of AOD reduces inhibitions, impairs judgment and increases the risk of potentially life-threatening behaviors. Also addressed with be the impact of HIV-AIDS on different populations groups (e.g., racial/ethnic groups, men and women, LGBT and the elderly).
SW 311 - AOD Counseling with Diverse Populations
3 Credits/3 Hours
Pre-requisite: ENGL 311, SW 301, SW 302

Course Description
This course will address AOD use as it effects different populations of various racial and ethnic groups, the disabled, LGBT, adolescents, the elderly and the homeless. Students will acquire an understanding of the effects of cultural, racial and ethnic similarities and differences. Key concepts and practices that encourage effective cross-cultural communication (counselor-client and staff-to-staff) in AOD counseling will be examined. NASW cultural competence issues will also be addressed.

SW 312 - Drugs and Personal Health: Substance Use Disorders
3 Credits/3 Hours
Pre-requisite: ENGL 311, SW 301, SW 302

Course Description
This course provides an overview of the different legal, prescription, over-the-counter and illegal drugs that are used by a cross section of the American population. Legal ramifications of the use of these various chemicals will be carefully examined. The effects of drugs on the total well being of the individual, families and communities will also be investigated. Additional topics to be addressed include: prevention measures to discourage inappropriate use, the economic and costs of drug use (including crime and incarceration factors).

SW 350 - Principles and Practices of Social Work with Addicted Populations
3 Credits/3 Hours
Pre-requisite: ENGL 311, SW 302

Course Description
This course is designed to introduce students to the professional and ethical responsibilities of AOD counselors, including ethical principles; behaviors and boundaries in clinical relationships; confidentiality laws; and the importance of counselor wellness. State and Federal laws and procedures that relate to confidentiality (of patient records in general and HIV related issues in particular) and the need for practices that encourage counselor wellness will be addressed. Students will also examine in depth the Code of Ethics of the NASW.
SECTION VII. FIELD EDUCATION

Introduction
The fieldwork curriculum is an integral part of the BSSW program, offering students the opportunity to apply what they have learned in their classes to social work practice in an agency setting. Fieldwork experience provides the opportunity for students to operationalize their knowledge and skills, integrate their theoretical and practice knowledge, and develop their identity as professionals. Throughout their course work, students will have the opportunity to engage in the field. Field Experience offers opportunities to draw upon classroom study, theoretical approaches and knowledge in developing competencies, skills and professional identity in a fieldwork setting. Fieldwork educational experience further enables students to develop the skills that are necessary to prepare for a career in social work helps to gain insights into how an agency functions, and to acquire the knowledge and skills to become a change agent on the road to becoming a competent generalist social work practitioner. The following illustrates fieldwork opportunities across the four-year BSSW program:

Early Field Experience
In SW 220-Introduction to Social Work, students conduct field visits to interview Social Workers to learn about the roles and responsibilities of a social worker.

Service Learning
In SW 331-Social Work Macro Practice - Service Learning, students engage in Social Work practice in an agency setting for a total of sixteen hours during the semester. Field work is the culminating educational experience for the BSSW student.

Field Practicum I (fall) & Field Practicum II (spring)
In their senior year, BSSW students engage in their capstone experience, a two semester fieldwork experience, SW 420 and SW 421 (Fieldwork I and II). The BSSW program provides a learning context in which respect for diverse populations is practiced. Personal and employment schedules may require substantial adjustment to meet the level of commitment required to complete BSSW coursework prior to applying for field work placement.

The number of hours scheduled to complete the required fieldwork placement is substantial, and must be planned for by the student. Such a commitment is necessary to integrate the skills, theory and practice that are required for social work practice.
Criteria for Acceptance into Field Education
To enter the field work phase of the program, students must meet specific criteria and submit an application to the Department by the last business day in February. Only those students who have met the program's specified criteria and whose application has been approved will be permitted to continue on to the Field Education sequence of the degree program. Criteria for acceptance into the field education phase include:

1. Admission to the Social Work Program;
2. Completion of at least 94 credits by the end of the semester in which the student applies for the fieldwork practicum;
3. Completion of all lower level and at least 90 credits of upper level courses;
4. Achievement of a grade C or better for all social work courses;
5. Completion of an application form to Field Education;
6. Successful completion of the Pre Professional Comprehensive Exam.
7. Participation in a group Admission to Field Work interview (and an optional individual interview);
8. Adherence to the NASW Code of Ethics, and
9. Adherence to the Medgar Evers College Code of Conduct

Field Education Objectives
Upon successful completion of field work, students are expected to:

1. Practice social work with respect and skill related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation and demonstrate knowledge of regional special populations including the elderly and those who are physically or mentally challenged.
2. Exercise effective oral and written communication skills with a variety of client populations, colleagues, and members of the community.
3. Demonstrate critical thinking in social work practice.
4. Use the knowledge and skills of generalist
5. Social work practice in assessing the strengths, needs, and challenges of systems of all sizes.
6. Apply empirically based interventions to facilitate planned change.
7. Support and uphold professional social work standards, values and ethics in social work practice.
8. Use empirically based theories of bio/psychosocial/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities.
9. Utilize social work research skills and knowledge to evaluate practice and program effectiveness.
10. Exercise use of supervision and consultation to guide social work practice.
11. Understand and function within the structure of public or private organizations and service delivery systems, seeking organizational change when necessary.
12. Understand the forms and mechanisms of oppression and practice without discrimination and use appropriate social work interventions including political and case advocacy to advance social and economic justice.
13. Analyze the adequacy and effects of social policy on client populations, colleagues, agencies and communities to formulate appropriate policies in response to human needs.

Field Work Opportunities

See page 37 in the Field Education Manual for the chart that illustrates fieldwork opportunities and responsibilities across the four-year BSSW program.

<table>
<thead>
<tr>
<th>Social Work Course</th>
<th>SW 331 – Social Work Macro Practice *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>Engage in Social Work practice, Service Learning Experience</td>
</tr>
<tr>
<td>Site Description</td>
<td>Social Work Agency serving all populations</td>
</tr>
<tr>
<td>Total Hours Duration</td>
<td>Minimum of 16 hours for the semester</td>
</tr>
<tr>
<td>Assessment Modalities (Curriculum)</td>
<td>Research Paper/ Student Colloquium</td>
</tr>
<tr>
<td>Assessment Modalities (Field Site)</td>
<td>Site Visit Report</td>
</tr>
</tbody>
</table>

*Please Note: Students must successfully complete SW 331

<table>
<thead>
<tr>
<th>Social Work Course</th>
<th>SW 304 – Human Behavior in the Social Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>Observe interactions between individuals either in a group setting or one on one interaction to do an analysis of the dynamics between the members.</td>
</tr>
<tr>
<td>Site Description</td>
<td>Any common settings such as; a restaurant, agency setting, schools, social work class, day care center, church, etc.</td>
</tr>
<tr>
<td>Total Hours Duration</td>
<td>One visit for a minimum of one half hour to one hour</td>
</tr>
<tr>
<td>Assessment Modalities (Curriculum)</td>
<td>Content Exams and Observation Report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Work Course</th>
<th>SW 420 - Field Practicum I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>Structured, individualized learning opportunities in a community agency setting</td>
</tr>
<tr>
<td>Site Description</td>
<td>Social Work Agency in Area of Special Interest</td>
</tr>
<tr>
<td>Total Hours Duration</td>
<td>200 hours (minimum 15 hours per week)</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td><strong>Assessment Modalities (Curriculum)</strong></td>
<td>Students self evaluation</td>
</tr>
<tr>
<td><strong>Assessment Modalities (Field Site)</strong></td>
<td>Field Supervisor’s Mid-Semester Evaluation of Student Performance</td>
</tr>
<tr>
<td></td>
<td>End of Semester Evaluation of Student Performance</td>
</tr>
<tr>
<td></td>
<td>BSSW Student Evaluation of Field Practicum</td>
</tr>
<tr>
<td></td>
<td>Student Log of Hours signed by Field Instructor</td>
</tr>
<tr>
<td></td>
<td>Process Recordings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Work Course</th>
<th>SW 421 - Field Practicum II - Senior Capstone Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Experience</strong></td>
<td>Structured, individualized learning opportunities in a community agency setting</td>
</tr>
<tr>
<td><strong>Site Description</strong></td>
<td>Social Work Agency in Area of Special Interest</td>
</tr>
<tr>
<td><strong>Total Hours Duration</strong></td>
<td>200 hours (minimum 15 hours per week)</td>
</tr>
<tr>
<td><strong>Assessment Modalities (Curriculum)</strong></td>
<td>Students’ self evaluation</td>
</tr>
<tr>
<td><strong>Assessment Modalities (Field Site)</strong></td>
<td>Field Supervisor’s Mid-Semester Evaluation of Student Performance</td>
</tr>
<tr>
<td></td>
<td>Supervisor’s End of Semester Evaluation of Student Performance</td>
</tr>
<tr>
<td></td>
<td>BSSW Student Evaluation of Field Practicum</td>
</tr>
<tr>
<td></td>
<td>Student Log of Hours signed by Field Instructor</td>
</tr>
<tr>
<td></td>
<td>Process Recordings</td>
</tr>
</tbody>
</table>
SECTION VIII. PROGRAM ADVISING AND RESOURCES FOR STUDENTS

The Program provides students with advisement and mentorship support throughout their studies. Students who have accumulated 0-30 credits receive advisement regarding the core curriculum (general education) requirements through the College of Freshman Studies and Student Advocacy and Support Services Center (SASSC).

Although mentorship by BSSW faculty is provided during the 1st and 2nd year, once students complete 30 credits, students are strongly encouraged to speak with the Department Chair regarding pre-admission assignment to a BSSW Program Mentor. BSSW students are assigned to Program Mentors based on their area of special interest. Mentors will work with students to discuss their educational performance, progress, and preparation for admission to the senior fieldwork experience. Faculty mentors assist in identifying career opportunities. They also write letters of reference for employment and recommendation letters for graduate school.

Advisement/ Mentorship Assignments

<table>
<thead>
<tr>
<th>0-30 credits</th>
<th>Advisors/Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If you have 0-30 credits (1st and 2nd year) and intend to apply to the BSSW Program</strong></td>
<td>Then your advisor is Ms. Rose Banton (Academic Advising Center) 718-270-5170 And your faculty mentor is Dr. Ed Hernandez (BSSW) <a href="mailto:eherandez@mec.cuny.edu">eherandez@mec.cuny.edu</a> 718-270-4838</td>
</tr>
<tr>
<td>After 30 credits</td>
<td></td>
</tr>
<tr>
<td><strong>If your area of Interest is</strong></td>
<td>Child Welfare</td>
</tr>
<tr>
<td><strong>If your area of Interest is</strong></td>
<td>Gerontology</td>
</tr>
<tr>
<td><strong>If your area of Interest is</strong></td>
<td>Substance Abuse</td>
</tr>
</tbody>
</table>

Note: Please check for Annual Updates
SECTION IX. SOCIAL WORK ASSESSMENT

The Social Work Department is in the process of revising the Assessment Instruments to comply with the CSWE Competencies

Summary of Assessment Instruments and Social Work Objectives Measured

<table>
<thead>
<tr>
<th>Assessment Instruments</th>
<th>Social Work Objectives Measured</th>
<th>Method, Frequency of Implementation</th>
<th>Data Collected</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Assignments (Embedded Assessments at course level)</td>
<td>All 12 Objectives</td>
<td>Assignments completed by students throughout the BSSW program</td>
<td>Grades on assignments</td>
<td>80% of students receive “C” or better</td>
</tr>
<tr>
<td>Case Study and Process Recording</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Cultural Competencies Self-Assessment Survey (Lum) (</td>
<td>Objective 3</td>
<td>Self-assessment survey of students administered in SW 302 (Time 1) and end of senior year (Time 2)</td>
<td>Scores</td>
<td>80% or above mean score 2 or below on a likert scale of 1 - 4 with 1 being highest score</td>
</tr>
<tr>
<td>Social Work Self-Efficacy Survey</td>
<td>All 12 Objectives</td>
<td>Survey of all graduating students at the end of the spring semester</td>
<td>Scores</td>
<td>80% of students report they are adequately or well prepared</td>
</tr>
<tr>
<td>BSSW Student Profile Survey (to identify key demographic and diversity indicators)</td>
<td>BSSW Program Mission</td>
<td>Will be administered to each entering class at the end of the first semester</td>
<td>Tabulation of Responses</td>
<td>75% of students enrolled will represent minorities 50% of students will be ‘non-traditional’</td>
</tr>
<tr>
<td>Student Course Evaluation</td>
<td>All 12 Objectives</td>
<td>Will be administered at the end of the semester to at least 5 courses such that the entire curriculum will be surveyed on a three-year cycle</td>
<td>Scores</td>
<td>To be Determined</td>
</tr>
<tr>
<td>Survey Type</td>
<td>Objectives</td>
<td>Description</td>
<td>Scores Description</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>All 12</td>
<td>Survey of graduates of the program conducted every two years</td>
<td>80% or above Mean of 70</td>
<td></td>
</tr>
<tr>
<td>Employer Survey</td>
<td>All 12</td>
<td>Survey of agencies and organizations that employ BSSW graduates conducted every two years</td>
<td>80% or above Mean of 70</td>
<td></td>
</tr>
<tr>
<td>Student Field Evaluation Form</td>
<td>All 12</td>
<td>Evaluation of interns by field instructors at end of Field Practicum I and Field Practicum II</td>
<td>80% or above mean score of 3 or higher on a likert scale of 1 - 5 with 5 being highest score</td>
<td></td>
</tr>
</tbody>
</table>
SECTION X MEDGAR EVERS POLICY ON ACADEMIC INTEGRITY

Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Medgar Evers College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. Students should consult the Medgar Evers College Academic Dishonesty Policy and Procedure Handbook for specific regulations and procedures related to academic integrity. A complete overview of Medgar Evers College Policy in Regard to Student Conduct is delineated in the College Catalogue section “Student’s Rights and Responsibilities” and the Medgar Evers College Rules of Conduct (Appendix II). All Social Work students are expected to comply with the National Association of Social Work (NASW) Code of Ethics (Appendix III).

Student Violation of Standards of Conduct in Field Work Sites
Students are expected to be familiar with the rules and regulations of the Social Work program, the NASW Code of Ethics, The Medgar Evers College Rules of Conduct and the rules and regulations of the agency in which the student is placed. The following are considered serious violations and grounds for suspension or removal from the program:

- If you fail Field Practicum I and/or your GPA falls below 2.5
- Failure to respond to clients;
- Breach of confidentiality;
- Breach of professional relationship boundaries with clients;
- Impaired performance due to alcohol and/or substance abuse;
- Criminal conviction, or
- Excessive unexplained and/or undocumented absences.

If a student is dissatisfied with the suspension or removal decision, the student is entitled to appeal by filing a grievance in writing as outlined below.

Grievance Appeal Process for Suspension or Removal for Violating Standards of Conduct
All student grievances must be made in writing to the attention of the Director, within the semester in which the grievance occurred. The written appeal should be addressed to:

Chairperson, Social Work Department,
1650 Bedford Avenue, Room B 1032N
Brooklyn, NY 11225
Steps in the Academic Grievance Process:

• Student will meet with faculty member for resolution.
• If resolution is not achieved, student will meet with the Chair of the Social Work Department and faculty member.
• Student and faculty will present documents/evidence as needed.

If the student wishes further appeal, the written appeal should be addressed to:

Office of the Dean
School of Liberal Arts – Room B 1032C
1650 Bedford Avenue, Brooklyn, NY 11225

Please see the Medgar Evers College Rules of Conduct in Appendix II Section 15.4 for the entire Appeals Process
SECTION XI. COLLEGE RESOURCES

Students have access to a wide array of services in support of their academic success. Enrollment Management Services, the Registrar, Financial Aid, Placement, Student Life, Athletics, Services for the Differently-Abled, the Student Advocacy and Support Services Center, the Center for Women’s Development, and the Student Government Association are units that are committed to providing counseling, advocacy, and academic support services, as well as programs and activities designed to develop student leadership and promote student success. Several key offices are described below.

Office of the Registrar
Before registering, students must pass basic skills proficiency by taking the CUNY placement tests in reading, writing, and mathematics. The Admissions Office notifies students by mail of test schedules, which are given several times during late Fall, Spring, and Summer semesters. Registration for new students occurs during Freshman Registration which takes place on the Saturday before regular registration for the Fall and Spring semesters. The Freshman Year Program Director notifies new students of orientation and registration by mail. Freshman Year Program Counselors are present during orientation and registration to assist students with the appropriate selection of courses based on students' individual academic background and basic skills placement test scores.

Advisement is the first stop in the registration process in each department. Advisors are assigned to help students select their courses. Once courses are selected students can proceed to register for all classes using E-SIMS from home, work or on-campus registration for continuing students is usually the last two days of the Regular Registration period. Prior to Registration, you should receive a notice which lists any stop(s) that are on your record. If for any reason you do not receive this notice, you may call the Office of the Registrar to be informed of any stop(s) that exist on your record. The Registrar’s Office is located in the S Building, 1637 Bedford Avenue, Room S301. Telephone number is 718-270-6040. An overview of the complete registration process can be reviewed on the College Office of the registrar website: http://www.mec.cuny.edu/academic/affairs/student/affairs/registrar/registrar/home.asp.

The Student Academic Advising Center
Student Academic Advising Center provides academic advisement, personal counseling, admission procedures, program requirements and advisement for academic probation, and services for the differently-abled. Academic advisement is provided by an academic advisor assigned to each school.
The academic advisor counsels students on matters related to general college requirements, college procedures and policies. Students in the BSSW program are advised through the Academic Advising Center for their first and second year (0-30 credits.) First and second year students are also mentored by Professor Elaine E. Reid, Field Education Director, BSSW Program.

**Office of Financial Aid**

The core mission of the Office of Financial Aid is to ensure that all eligible students enrolled at Medgar Evers College apply and benefit from both Federal and State Financial assistance—grants, loans, and work-study programs, for education beyond high school. Students must file for financial aid every academic year in January of each year. The Office of Financial Aid is located in the School of Business and Student Service Building (SBSSB), Room S-110 - Email: Finaid@Mec.Cuny.edu

**Office of Services for the Differently-Abled**

The Office of Services for the Differently-Abled is responsible for ensuring that all individuals with documented disabilities receive appropriate accommodations. Services provided by the office include the following:

1. Pre admission interviews
2. Priority registration
3. Auxiliary aids
4. Individualized testing accommodations and arrangements
5. Support group for students with disabilities
6. Advocacy
7. On campus parking (dependent on nature of disability)
8. Direct liaison between offices providing financial aid counseling
9. Academic counseling
10. Vocational and rehabilitative counseling
11. Special equipment: tape recorders, copier that enlarges print, telephone adapters, specially equipped personal computers with voice recognition software, scanner and screen access software, text to speech synthesizer, screen magnification systems and software, large format displays, CCTV visual enlarging systems, and Braille printing
**Student Organizations**

The Office of Student Life and Development serves as a resource center for all students and provides administrative leadership for the planning and development of student’s activities and programs. In addition, referrals are made to other related college services that help students clarify and fulfill their needs and objectives and encourage them to contribute to a constructive campus learning environment. Through the Office of Student Life and Development, students are encouraged to participate in both academic and social activities, such as student clubs, organizations, and associations, which enable them to have a well-rounded college experience.

**Other College Resources Available for Students include:**

The **Charles Evans Innis Memorial Library** houses a collection consisting of approximately 118,000 volumes of books; 18,000 audiovisual materials; over 450 current periodicals (in print and electronic format); and 75,000 titles of microforms. Students have access to over 4,000,000 items available through other CUNY and non-CUNY libraries through several library information networks (i.e., NYLINK, METRO and Academic Libraries of Brooklyn, etc.). The library has a Web site, [http://www.mec.cuny.edu/library](http://www.mec.cuny.edu/library), which provides College library users (and visitors) with a gateway to access the online catalog, a number of electronic databases and journals, and its electronic reserves system on and off-campus.

The library provides access to full-text e-resources such as the American Chemical Society (ACS) journals (over 30 titles), JSTOR scholarly e-journals (over 250 titles), Science Direct (1,100 titles for 2004), and Wiley (110 titles). Other electronic resources include the Encyclopedia Britannica, Learning Express Platform, and MathSciNet. Students and faculty can access these resources from any internet connected computer workstation at Medgar Evers College, such as in the library, the lab, or office.

**The Learning Center**

The Learning Center’s mission is to foster independent learning and the ability to think critically in academic subjects. The Learning Center ensures academic quality by consulting with academic departments in hiring tutors. Peer tutors must be approved by the relevant departments and have a “B” in the courses in which they tutor and a minimum of 3.0 GPA. Other tutors have qualifications ranging from baccalaureate to graduate degrees.
Career Assessment/Placement Services
The Career Management Services Center is a career management resource center for students that supplies employment information and provides job search tools. The services and programs are designed to assist students in defining their career goals and in acquiring the skills and etiquette to make a smooth transition from student to professional life. Through the regularly scheduled workshops and the online career library and jobs board, students learn how to manage their career paths.

Health Services
The Health Services Office provides the following services: first aid treatment to students, faculty and staff, preventive health counseling, various health prevention literature, Group Health Insurance (GHI) student health insurance forms, and student dental forms. A Health Record Form is required to be on file for every student enrolled at the College.

Computer Resources
In addition to the Library computer resources, computing resources currently available on the College campuses include:

- Six (6) open laboratories for student use
- Six (6) laboratories that are discipline specific

See APPENDIX VII for a complete list of College Resources and the telephone numbers
SECTION XII. CO-CURRICULAR ACTIVITIES

Medgar Evers College Social Work Club

All students of Medgar Evers College are members of the Student Government Association (SGA). The executive body of the SGA (president, day vice president, evening vice president, corresponding secretary, recording secretary, and treasurer) and elected class representatives constitute the Student Council. The SGA is concerned with many student activities including club budgets, the formation of new clubs, and the sponsoring of extra-curricular programs of intellectual, cultural and social value for the entire student body. The SGA also participates in the College decision-making process that affects the general student body.

For the past 15 years, Medgar Evers College has a Social Work Club comprised of students who are interested in a social work career. The Club is registered with the National Association of Black Social Workers (NABSW) and meets on Wednesdays during Commons Hour, which is from 11:30am - 12:45pm. Club members have participated in local and national social work activities including the National Conference of the NABSW. A Faculty member Professor Elaine Reid is assigned as an advisor to the club; however the club is governed by its elected student officers.

Students have shown considerable investment and dedication in developing programs and initiatives. Sponsored events during the 2016-2017 academic year have included activities at a soup kitchen, elementary and middle schools and nursing home. Six students along with the club advisor attended the 2017 National Conference of the NABSW which was held in Washington, D.C. For more information, email: blacksocialworkers@mec.cuny.edu

Social Work Advisory Council

The purpose of the BSSW Advisory Council is to guide the Social Work Program toward continued improvement in curriculum development, student education and mission fulfillment. The Council consists of representatives from social welfare agencies in the public and private sectors, social work faculty from both undergraduate and graduate programs, medical social work professionals, an alumna of Medgar Evers College who is also a social worker, students currently in the BSSW program and a student representative from the Social Work Club at Medgar Evers College. The Social Work Program Director and the Field Education Coordinator also serve on the Council.
SECTION XIII. ACCREDITATION

Medgar Evers College of The City University of New York is fully accredited by the Middle States Commission on Higher Education.

Medgar Evers College Social Work Department was fully accredited in 2012 and is in the process of revising its Self-Study for Reaffirmation.

Information regarding program accreditation status may be obtained from the Council on Social Work Education (CSWE): Address: 1701 Duke Street, Suite 200, Alexandria, VA 22314. Office: 703.683.8080 - F: 703.683.8099 - Email: info@cswe.org. Website: cswe.org.

Current CSWE Educational Policy Statement and Accreditation Standards

The CSWE Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives. (www.cswe.org)
APPENDICES
APPENDIX I. Medgar Evers College Institutional Core Values

Medgar Evers College Institutional Core Values

Respect:
Key Actions:
1. Continuously strive to be courteous and civil in every endeavor.
2. Express appreciation and recognize people for their positive efforts and contributions.
3. Recognize the diversity and the strengths of others and not be judgmental.

Honesty & Integrity:
Key Actions:
1. Practice fairness, truth, and actions and philosophies that meet the highest ethical standards and that affirm all individuals, groups, and communities.
2. Practice academic and personal honesty which are essential to an effective and excellent human relations and an excellent institution.
3. Engage in open honest dialogue, feedback, and active listening with all members of the College community.

Collaboration:
Key Actions:
1. Collaborate within and with other educational communities.
2. Support the personal and professional growth of all.
3. Share concerns, assessments, and thoughts in a positive and constructive manner, remaining open to suggestions from others.

Excellence:
Key Actions:
1. Effectively anticipate, identify, and respond to student, employee and organizational needs.
2. Be resourceful and maintain fiscal soundness.
3. Provide prompt, fair, friendly, courteous, and a people-centered attitude with each other and the communities we serve.
4. Foster teamwork, cooperation, innovation, and creative problem solving.
5. Provide and display leadership that is courageous and willing to take risks to make changes for the improvement of the College and its constituencies.

Student Success:
Key Actions:
1. Meet the challenges you face and strive for excellence.
2. Value the input of others as they clarify and achieve their goals.
3. Facilitate the learning process and assist others to achieve their academic and career goals.

Community Service:
Key Actions:
1. Create a positive environment inside the College that fosters a sense of community and cooperation.
2. Create an environment that encourages and engages the community outside the College to positively interact and utilize the educational resources of the College.
3. Take advantage of opportunities to make our community, city, state, nation, and world a better place to live.
APPENDIX II. Medgar Evers College Policy in Regard to Student Conduct
(Excerpted from The Medgar Evers College Catalog 2016-2018)

Student Conduct
"The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students attending the College are required to obey the laws of the City, State, and Nation, and they are expected to set and observe a proper standard of conduct both within and outside the College.

Policy on Academic Integrity
Academic dishonesty of any type, including cheating and plagiarism, is unacceptable at Medgar Evers College. Cheating is any misrepresentation in academic work. Plagiarism is the representation of another person's work, words, or ideas as your own. Students should consult the Medgar Evers College Academic Dishonesty Policy and Procedure Handbook for specific regulations and procedures related to academic integrity. Academic dishonesty is punishable by failure of the test, examination, term paper, or other assignment on which cheating occurred. In addition, disciplinary proceedings in cases of academic dishonesty may result in penalties of admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, complaint to civil authorities, or ejection.

College I.D. Cards
College I.D. cards validated for the current semester must be carried at all times and must be presented upon the request by any office. All visitors and guests of students must obtain a pass from Campus Security.

Representing the College
No student or student organization may be a self-appointed representative of Medgar Evers College or any division thereof, nor of the City University of New York.

Smoking Policy
Smoking is prohibited inside all facilities or vehicles owned, leased, or operated by Medgar Evers College. Smoking includes the inhaling, exhaling and carrying of any lighted cigarettes, cigars, or pipes. There will be no sale of cigarettes, cigars, or pipe tobacco at any facility, location or vending machine owned, leased, or operated by Medgar Evers College or its contractors.

To affect adherence, members of the Medgar Evers College community must be willing to directly and politely inform those unaware of the policy, and remind those who disregard it. If this approach and effort is unsuccessful, the individual in violation of this policy may be brought to the attention of the dean, director, senior staff member or other person in charge for further discussion and progressive counseling.

Alcohol Consumption and Illegal Drugs on Campus
Medgar Evers College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the College for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees By- Laws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees By-Laws and Article XIV, respectively.
Students' Rights
College regulations regarding student conduct and student activities exist to preserve order within the College. These rules and regulations are printed in this chapter to inform students of their rights and responsibilities as members of the College community. Students' rights are not limited by what is enumerated in this catalogue. The purpose of the information is to outline some basic principles and guidelines applicable to students. Changing conditions can result in additional rules and guidelines.

Equal Opportunity
Medgar Evers College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedures of the By-Laws of the City University of New York.

Rights of Students with Disabilities
Section 504 of the Rehabilitation Act of 1973, which applies to employment and education, states that "no otherwise qualified handicapped individual shall solely by reason of his (or her) handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." In this context, handicap means any physical or mental impairment that substantially limits such functions as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. It also includes such limitations resulting from a history of alcohol or drug addiction and temporary disability because of pregnancy.

Section 504 requires that the college make reasonable modifications to achieve the objective of accessibility for all disabled students. Regulations that have the effect of limiting the participation of students with disabilities in the educational program, such as rules prohibiting the use of tape recorders in the classroom, or dog guides in campus buildings, are prohibited. The college must ensure that no student with a disability is denied participation in a program because of the absence of necessary auxiliary educational aids.

Students who feel that they have been discriminated against may contact Mr. Anthony Phifer, the 504 Compliance Officer 718 270-5027.

Non-Attendance Because of Religious Beliefs
Title I, Article 5, Section 224-a of the New York State Education Law States:
1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that she or he is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which she or he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after 4:00 P.M. or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing him/herself of provisions of this Section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this Section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.

7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Higher Education of the City of New York or any community College.

Access to College Files
CUNY guidelines from the Board of Trustees of the City University of New York and the Federal Education Rights and Privacy Act of 1974 permit only the following information concerning current and former students to be made available to those parties having a legitimate interest in the information: name, attendance dates, most recent address, major field of study, degree(s) received, and date(s) of receipt. By filing a letter with either the Office of the Registrar or the Office of the Dean of Students, a student or former student may request that any or all of the above information be released with the student's prior written consent. This may be completed, withdrawn, or modified at any time. Students may have access to their college records by completing a request form available in the Office of the Registrar. The Office of the Registrar will inform students of the dates (when) and places where their records may be inspected. Students will be charged a fee for the duplication of records.

The parents of a student younger than 18 years of age, who is dependent within the definition of section 152 of the United States Internal Revenue Code of 1954, have right of access to those student records to which the student has right of access. Where a student has waived right of access to a particular document or record, the parent has no access right. Dependency status may be demonstrated by submitting a copy of the last filed federal income tax form or other appropriate documents. Parents of a student 18 years of age or older have no right of access, regardless of their child's dependent status without the consent of the student.

Academic institutions exist for the transmission of knowledge inseparable facets of academic freedom. Students "have a distinctive role which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education. Joint efforts among all groups in the institution - students, faculty, administration, and governing board - is a pre-requisite of sound academic government. Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in College and University government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community."

The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Students' rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the College change.

Academic and Personal Files
1. Improper disclosure, even within the College, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal and disciplinary records should be kept in separate files.
2. All files may be made available only to specially authorized College staff. Express consent of the student involved is otherwise required.
3. Academic records and transcripts should contain only information about scholastic achievement.
4. No records should be kept which reflect the political and off-campus activities or beliefs of students.
5. Non-current medical and disciplinary records should be periodically destroyed.
6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails, the student has the right to append a written rebuttal to the record.

**Standards Regarding Course of Study**
1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to College standards.
2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.
3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.
4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.
5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.
6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

**Participation in Academic Affairs**
1. Students have the right, individually and collectively to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.
2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.
3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.
4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.
5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the College community, and should be weighed in all decisions affecting faculty status and curriculum.

**Extracurricular Activities**
1. Students should be free to form and join associations to promote their common interests.
2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the College.

**Standards of Conduct**
1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the College.
2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.
3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

**Sexual Harassment Policy**
The following policy prohibiting sexual harassment was adopted by the Board of Trustees of The City University of New York on June 26, 1995.
It is the policy of The City University of New York and Medgar Evers College to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University. The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

**Prohibited Conduct**
It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

**Definition of Sexual Harassment**
For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:
1. submission to such conduct is made either implicitly or overtly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty member) it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.
Procedures
Each Dean, Department Chairperson, or other person with supervisory responsibility is required to report any complaint of sexual harassment. All members of the College community are required to cooperate in any investigation of a sexual harassment complaint.

Any member of the University community may report allegations of sexual harassment to any member of the Sexual Harassment Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures within the time limits provided in those agreements, to report allegations of sexual harassment; or, they may report such allegations directly to a member of the Panel as provided in these procedures.

More information about grievance procedures and the panel members can be found in the Affirmative Action Office 718 270-5131.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of The City University of New York.

With respect to enforcement of these rules and regulations we note that the Bylaws of The City University of New York provide that

"The president, with respect to his or her educational unit, shall:
1. Have the affirmative responsibility of conserving and enhancing the educational standards of the College and schools under his/her jurisdiction;
2. Be the advisor and executive agent of the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, Resolutions and policies of the Board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;
3. Exercise general superintendence over the concerns, officers, employees, and students of his or her educational unit."

I. Rules
1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall she or he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/College when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the College.
3. Unauthorized occupancy of University/College facilities or blocking access to and from such areas is prohibited. Permission from appropriate College authorities must be obtained for removal, relocation, and use of University/College equipment and/or supplies.
4. Theft from or damage to University/College premises or property, or theft of or damage to property of any person on University/College premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his or her position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the College grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
7. Disorderly or indecent conduct on University and College-owned or controlled property is prohibited.
8. No individual shall have in his or her possession a rifle, shotgun, or firearm or knowingly have in his or her possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College without the written authorization of such educational institution. Nor shall any individual have in his or her possession any other instrument or material which can be used or is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University and College.
9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.
10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction occurring in the workplace not later than five (5) days after such conviction.

II. Penalties
1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.
2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any manner in conduct prohibited under Substantive Rule 10 may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative, or custodial staff engaging in any manner in conduct prohibited under Substantive Rules 1-10, he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.
3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under Substantive Rules 1-9 shall be subject to ejection and/or arrest by the civil authorities.
4. Any organization which authorized the conduct prohibited under Substantive Rules 1-10 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX: SANCTIONS DEFINED
A. ADMONITION: An oral statement to the offender that she or he has violated University rules.
B. WARNING: Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
C. CENSURE: Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University/College regulation within a period stated in the letter of reprimand.
D. DISCIPLINARY PROBATION: Exclusion from participation in privileges or extracurricular University/College activities as set forth in the notice of disciplinary probation for a specified period of time.
E. RESTITUTION: Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
F. SUSPENSION: Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
G. EXPULSION: Termination of student status for an indefinite period. The conditions for readmission, if any is permitted, shall be stated in the order of expulsion.
H. COMPLAINT TO CIVIL AUTHORITIES
I. EJECTION


* For graduate students at the Graduate Division, the President of the Graduate Division shall, insofar as practicable, establish procedures, consistent with this Article to implement the provisions thereof. The sections on student activity fees shall apply to the Graduate Division.

SECTION 15.0.
PREAMBLE
Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom, if these rights are to be secure, then students should exercise their freedom with responsibility.

SECTION 15.1.
CONDUCT STANDARD DEFINED
Each student enrolled or in attendance in any College, school, or unit under the control of the Board, and every student organization, association, publication, club, or chapter shall obey the laws of the City, State, and Nation, and the bylaws and resolutions of the Board, and the policies, regulations, and orders of the College. Subject to the approval of the Board, the faculty and student body at each College shall share
equally the responsibility and the power to establish more detailed rules of conduct, and regulations in conformity with the general requirement of this article. This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

SECTION 15.2. STUDENT ORGANIZATIONS

a. Any group of students may form an organization, association, club, or chapter by filing, with the duly elected student government organization of the College or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the College or school at which they are enrolled or in attendance, (1) the name and purposes of the organization, association, club, or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary. However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the College or be permitted to organize or continue at any College or school. No organizations, military or semi military in character, not connected with established College or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extracurricular activities at each College or school shall be regulated by the duly elected student government organization to insure the effective conduct of such College or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs, or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend, or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in Section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.

c. Any person or organization affiliated with the College may file charges with an Office of the Dean of Students** (throughout these bylaws in any College or unit where the title "Dean of Students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students) alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the Board, or any policy, regulation, or order of the College, within a reasonable period of time after such occurrence. If the Dean of Students determines, after making such inquiries as he or she may deem appropriate, that the charges are substantial, he or she shall attempt to resolve the dispute, failing which he or she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of Section 15.3 thereof.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.
d. Each College shall establish a student elections review committee in consultation with the various Student Governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.
e. Student Government elections shall be scheduled and conducted, and newly elected Student Governments shall take office, in accordance with policies of the board, and implementing regulations.

**Throughout these bylaws in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.**

SECTION 15.3.

**STUDENT DISCIPLINARY PROCEDURES**

**Complaint Procedures**
a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge.
b. The chief student affairs officer of the College or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

i. dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;

ii. refer the matter to conciliation. If a matter is referred to conciliation, the accused student shall receive a copy of the notice required pursuant to Section 15.3e of this bylaw; or

iii. prefer formal disciplinary charges. **Conciliation Conference**
c. The Conciliation Conference shall be conducted by the counselor in the Office of the Dean of Students or a qualified staff or faculty member designated by the Chief Student Affairs Officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the counselor shall report his or her recommendation to the Chief Student Affairs Officer for approval and, if approved, the complainant shall be notified.

3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the Chief Student Affairs Officer who will prefer disciplinary charges.

4. The counselor is precluded from testifying in a College hearing regarding information received during the Conciliation Conference.

**Notice of Hearing and Charges**
d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer of the College to the student at the address appearing on the records of the College, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the Conciliation Conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.
e. The notice shall contain the following:

1. A complete and itemized statement of the charge that is being brought against the student including the rule, bylaw or regulation he or she is charged with violating, and the possible penalties for such violation.

2. A statement that the student has the following rights.
i. to present his/her side of the story;
ii. to present witnesses and evidence on his/her behalf;
iii. to cross-examine witnesses presenting evidence against the student;
iv. to remain silent without assumption of guilt; and
v. to be represented by legal counsel or an advisor at the student's expense.

3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures

f. The following procedures shall apply at the hearing before the Faculty-Student Disciplinary Committee:

1. The Chairperson shall preside at the hearing. The Chairperson shall inform the student of the charges, the hearing procedures and his or her rights.

2. After informing the student of the charges, the hearing procedures, and his or her rights, the Chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the Committee. If the student pleads not guilty, the College shall present its case. At the conclusion of the College's case, the student may move to dismiss the charges. If the motion is denied by the Committee the student shall be given an opportunity to present his or her defense.

3. Prior to accepting testimony at the hearing, the Chairperson shall rule on any motions questioning the impartiality of any Committee member or the adequacy of the notice of the charge(s), subsequent thereto, the Chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a Committee member on the basis of evidence which was not previously available at the inception of the hearing, the Chairperson may rule on such a motion. The Chairperson shall exclude all persons who are to appear as witnesses, except the accused student.

4. The College shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled, upon request, to a copy of such a transcript, tape or equivalent without cost.

5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the Chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the Committee's normal operations.

6. The College bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the Faculty-Student Disciplinary Committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.

8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The College may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the Committee in a sealed envelope and shall not be opened until after the Committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges, the records and documents introduced by the student and the College shall be opened and used by the Committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

9. The Committee shall deliberate in closed session. The Committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the Faculty-student Disciplinary Committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.

11. Where a student is represented by legal counsel the President of the College may request that a lawyer from the General Counsel's Office appear at the hearing to present the College's case.
SECTION 15.4. APPEALS
An appeal from the decision of the Faculty-Student Disciplinary Committee may be made to the President who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the Board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the President or Board Committee as the case may be. If the President is a party to the dispute, an Official of the University to be appointed by the Chancellor shall discharge his/her functions with respect to an appeal.

SECTION 15.5. COMMITTEE STRUCTURE
a. Each Faculty-Student Disciplinary Committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.
b. The President shall select in consultation with the head of the appropriate campus governance body or where the President is the head of the governance body, its Executive Committee, three (3) members of the instructional staff of that College to receive training and to serve in rotation as chair of the Disciplinary Committees. If none of the chairpersons appointed from the campus can serve, the President, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other Colleges. The chairperson shall preside at all meetings of the Faculty-Student Disciplinary Committee, decide, and make all rulings for the Committee. He/she shall not be a voting member of the Committee but shall vote in the event of a tie.
c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the College shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.
d. In the event that the Chairperson cannot continue, the President shall appoint another Chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.
e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the Committee.

SECTION 15.6. SUSPENSION OR DISMISSAL
The Board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any College, School, or unit of the University in the use of its facilities or in the achievement of its purposes as an educational institution.
The Chancellor or Chancellor's designee, President, or any Dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw Section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if
he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

SECTION 15.7.
THE UNIVERSITY STUDENT SENATE
There shall be a University Student Senate responsible, subject to the Board, for the formulation of University-wide student policy relating to the academic status, role, rights, and freedoms of the student. The authority and duties of the University Student Senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the University. Consistent with the authority of the Board of Trustees in accordance with the education law and the bylaws of the Board of Trustees, the University Student Senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The University Student Senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the University Student Senate shall be elected by their respective constituencies or by their student governments from the elected members of the respective student governments.

SECTION 15.8.
COLLEGE GOVERNANCE PLANS
The provisions in a duly adopted College Governance Plan shall not be inconsistent with the provisions contained in this article.
Dated: September 1998
ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES (SELECTED SECTIONS)

SECTION 16.1.
STUDENT ACTIVITY FEE
The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

SECTION 16.2.
STUDENT ACTIVITY FEES USE - EXPENDITURE CATEGORIES
Student activity fee funds shall be allocated and expended only for the following purposes:
1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

SECTION 16.3.
STUDENT GOVERNMENT FEE
The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in Section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

SECTION 16.4.
STUDENT GOVERNMENT ACTIVITY DEFINED
A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

SECTION 16.5.
COLLEGE ASSOCIATION
1. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.
2. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirement are met:
   a. The governing board of the college association is composed of:
      i. The college president or his/her designee as chair.
      ii. Three administrative members appointed by the college president.
      iii. Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
      iv. Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.
   b. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with Section 16.5.(b) (1)(iv) of
these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agrees.
c. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.
APPENDIX III. National Association of Social Workers (NASW)

Code of Ethics

OVERVIEW
The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, “Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- Strengthen and unify the profession
- Promote the development of social work practice
- Advance sound social policies.

Promoting high standards of practice and protecting the consumer of services are major association principles.

Preamble
The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flows from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek.
appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

Ethical Principles
The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice
Ethical Principle: Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.
Value: **Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principle and ethical standards of the profession.

Value: **Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationship between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: **Integrity**

**Ethical Principle:** Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: **Competence**

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern

1. Social workers’ ethical responsibilities to clients,
2. Social workers’ ethical responsibilities to colleagues,
3. Social workers’ ethical responsibilities in practice settings,
4. Social workers’ ethical responsibilities as professionals,
5. Social workers’ ethical responsibilities to the social work profession,
6. Social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.
SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients
Social workers’ primary responsibility is to promote the well-being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent
(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence
(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality
(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies
whether social workers disclose confidential information on the basis of a legal requirement or client consent.

e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or
harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social
workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship. 
(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES
2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.
2.02 Confidentiality
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS
3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training
(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing
Social workers should establish and maintain billing practice that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### 3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### 3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.
(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### 3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

### 4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

#### 4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION
5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.
(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

NASW
National Association of Social Workers
750 First Street, NE
Washington, DC 20002-4241

Medgar Evers College
BSSW Student Handbook p. 75
Spring 2018
APPENDIX IV. SOCIAL WORK PROGRAM FACULTY

Edward Hernandez, Ph.D.
Dr. Edward Hernandez has been teaching Social Work at Medgar Evers College since August, 2012. Prior to coming to Medgar Evers College, Dr. Hernandez has served as Deputy Commissioner of the Suffolk County Department of Social Services from 2004 until 2012. His career includes over 30 years of government and not for profit agencies positions in largely administrative and management capacities. He has also been involved in homeless and day laborer issues, as well as appears in the documentary film “Farmingville.” Dr. Hernandez received his PhD in Social Welfare from Stony Brook University. The dissertation project was a qualitative study of day laborers in the Farmingville community. Dr. Hernandez assisted in the management of a Department of over 1600 employees and an overall budget of $520 million. Included in his current duties was overseeing the Housing, Child Care and Employment Division. In his prior position he served as Director of Long Island Programs for Community Housing Innovations, a not-for-profit housing agency, overseeing a wide range of housing programs.

Eda F. Harris-Hastick, ACSW, Ed.D.
Dr. Eda Harris-Hastick is Professor of Social Work in the Department of Social and Behavioral Sciences and Director of the Social Work Program. Dr. Harris-Hastick is a licensed clinical social worker with over thirty-five years experience in mental health, substance abuse services and social work administration. A former administrator with NYC Department of Mental Health, Mental Retardation and Alcoholism Services, she has served as a member of the US Department of Health and Human Services Substance Abuse Mental Health Services Administration (SAMHSA) grants review team, and has organized college forums on alcoholism and other drugs. Dr. Harris-Hastick was appointed by NYC Mayor Michael Bloomberg to serve on the NYC Commission on Human Rights and served as chair of the Community Advisory Board of SUNY Downstate Medical Center. She is a founding member of the National Black Alcoholism Council (NBAC) and the Caribbean American Chamber of Commerce and Industry; a member of the NYS Office of Alcoholism and Substance Abuse Services Workforce Development Council, National
Association of Social Workers (NASW), National Association of Black Social Workers (NABSW). Over the past few years she has organized an Annual National Professional Social Work Month Conference, a collaborative partnership with the NYC Department of Education.

Professor Elaine E. Reid, MSW, LCSW-R
Professor Elaine E. Reid, LCSW, is an Assistant Professor in the Department of Social and Behavioral Sciences and is responsible for coordinating Field Education for students pursuing a Bachelor of Science in Social Work (BSSW) degree. She serves as mentor and advisor to students enrolled in the BSSW program and is Faculty Advisor to the Student Association of Black Social Workers Club. She is a Licensed Clinical Social Worker and a SIFI (Seminar In Field Instruction) Certified Field Instructor. Professor Reid has over twenty years experience in mental health, child development, program development and administration and field education instruction. She also serves on the New York City Mayor’s Commission on HIV/AIDS and is co-founder and President of the Caribbean American Social Workers Association.

Fabienne Snowden, Ph.D.
Fabienne Snowden is a graduate of the doctoral program in Social Welfare at the Graduate Center of the City University of New York. Dr. Snowden’s dissertation is titled “What condoms can’t cover: Do structural factors predispose Black, African American, and Latina/o adults in Harlem and the South Bronx to engaging in HIV sex risk behavior?” Her research interests include investigating the relationship between structural factors and macro level factors, and how it informs effective HIV/AIDS prevention.
## APPENDIX V. COLLEGE RESOURCES

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<td>Admissions</td>
<td>718-270-6024</td>
<td>Freshman Year Program 718-270-4960</td>
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<td>Student Advisement (SASSC)</td>
<td>718-270-5170</td>
<td>SEEK/Special Programs 718-270-4970</td>
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<td>Financial Aid</td>
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<td>Bursar 718-270-6091</td>
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<td>Registrar</td>
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<td>Student Life 718-270-6050</td>
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<td>Women’s Center</td>
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<td>Athletics 718-270-6071</td>
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<td>Learning Center 718-270-5136</td>
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<td>Services for the</td>
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<td>Differently-Abled</td>
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<td>MEC Bookstore 718-774-5040</td>
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<td>Male Development and Empowerment Center</td>
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<td>Ella Baker/Charles Romain Child</td>
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<td>Development Center</td>
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<td>Carroll Building Security</td>
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## School of Liberal Arts and Education

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<td>Interdisciplinary Studies</td>
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<td>Foreign Languages</td>
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<td>Philosophy and Religious Studies</td>
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<tr>
<td>Mass Communication, Creative &amp;</td>
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<td>Performing Arts and Speech</td>
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<td>Psychology</td>
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## School of Business

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<td>Accounting, Economics and Finance</td>
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Business Administration 718-270-5100
Computer Information Systems 718-270-5118
Public Administration 718-774-6250 ext 29

School of Science Health & Technology 718-270-6218
Biology 718-270-6200
Mathematics 718-270-6417
Nursing 718-270-6222
Physical Science, Environmental & Computer Science 718-270-6453

Library and Information Services
Chief Librarian 718-270-4880
Circulation Desk 718-270-4873
Instructional Media