

Silberman  
School of Social Work

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**HUNTER**

**Appendix:**  
**Student Handbook**  
MSW Program

Updated January 2019

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## Course Requirements

Below, you will find a list of the School's course requirements for all students. On the following pages, you will find curriculum grids (model programs) for students in the Two Year Full-Time; OYR; Advanced Standing; Bank Street Dual Degree; Accelerated Full-Time; and Accelerated OYR programs. Please consult these models as applied to you.

### REQUIRED COURSES AS OF 9/1/14

**THE SCHOOL RESERVES THE RIGHT TO INTRODUCE REQUIREMENTS FOR THE DEGREE DIFFERENT FROM THOSE LISTED IN THE HANDBOOK IF, IN THE JUDGEMENT OF ADMINISTRATION AND FACULTY, THEY ARE WARRANTED**

Course Number	Title	Credit
SSW 701	Social Welfare Policy & Services I	3
SSW 702	Social Welfare Policy & Services II	3
SSW 711, 712 & 713	Human Behavior and the Social Environment I, II,& III	9
SSW 717 & 718	Social Work Practice Learning Lab 1 & 11	6
SSW 751	Social Research I	3
SSW 752	Social Research II	3
SSW 797	Field of Practice Platform Course	3
SSW 721, 722 & 723 SSW 741, 742, & 743 SSW 781, 782, & 783	Major Methods I, II, III	9
SSW 790	Professional Seminar	3
	Two Free Electives (three credits each)	6
SSW 761, 762, 763, 764 or SSW 767 & 768	Field Practicum I, II, III & IV or Field Practicum I and II for OYR Program Students	12
	<b>TOTAL CREDITS</b>	<b>60</b>

Students are also required to participate in (a) State Mandated Child Abuse Reporting, (b) Ethics and (c) Entitlement Workshops (associated with SSW 717 & 718 Social Work Practice Learning Laboratory).

## TWO-YEAR FULL-TIME PROGRAM

### Method: Clinical Practice with Individuals, Families, and Small Groups (CPIFG)

#### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 701	Social Welfare Policy & Services	3 <input type="checkbox"/>	15
		SSW 711	Human Behavior in the Social Environment I	3 <input type="checkbox"/>	
		SSW 717	Social Work Practice Learning Lab I	3 <input type="checkbox"/>	
		SSW 721	Clinical Practice with Individuals, Families and Small Groups I	3 <input type="checkbox"/>	
		SSW 761	Field Practicum I	3 <input type="checkbox"/>	
	Spring	SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	15
		SSW 712	Human Behavior in the Social Environment II	3 <input type="checkbox"/>	
		SSW 718	Social Work Practice Learning Lab II	3 <input type="checkbox"/>	
		SSW 722	Clinical Practice with Individuals, Families and Small Groups II	3 <input type="checkbox"/>	
		SSW 762	Field Practicum II	3 <input type="checkbox"/>	
Year Two	Fall	SSW 713	Human Behavior in the Social Environment III	3 <input type="checkbox"/>	15
		SSW 751	Social Work Research I	3 <input type="checkbox"/>	
		SSW 723	Clinical Practice with Individuals, Families and Small Groups III	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 763	Field Practicum III	3 <input type="checkbox"/>	
	Spring	SSW 752	Social Work Research II	3 <input checked="" type="checkbox"/>	15

		SSW 764	Field Practicum IV	3 <input type="checkbox"/>	
		SSW 790	Professional Seminar	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
			<i>Total Credits</i>		60

## TWO-YEAR FULL-TIME PROGRAM

### Method: Community Organizing, Planning & Development (COP&D)

#### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 701	Social Welfare Policy & Services	3 <input type="checkbox"/>	15
		SSW 711	Human Behavior in the Social Environment I	3 <input type="checkbox"/>	
		SSW 717	Social Work Practice Learning Lab I	3 <input type="checkbox"/>	
		SSW 741	Community Organizing I	3 <input type="checkbox"/>	
		SSW 761	Field Practicum I	3 <input type="checkbox"/>	
	Spring	SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	15
		SSW 712	Human Behavior in the Social Environment II	3 <input type="checkbox"/>	
		SSW 718	Social Work Practice Learning Lab II	3 <input type="checkbox"/>	
		SSW 742	Community Organizing II	3 <input type="checkbox"/>	
		SSW 762	Field Practicum II	3 <input type="checkbox"/>	
Year Two	Fall		Elective	3 <input type="checkbox"/>	15
		SSW 751	Social Work Research I	3 <input type="checkbox"/>	
		SSW 743	Community Organizing III	3 <input type="checkbox"/>	
		SSW 713	Human Behavior in the Social Environment III**	3 <input type="checkbox"/>	
		SSW 763	Field Practicum III	3 <input type="checkbox"/>	
	Spring	SSW 752	Social Work Research II	3 <input type="checkbox"/>	15
		SSW 764	Field Practicum IV	3 <input type="checkbox"/>	
		SSW 790	Professional Seminar	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
			<i>Total Credits</i>		60

\*\*COP&D method students may choose to take the SSW 797.40 *CO focus HBSE elective* in lieu of the regular HBSE III requirement. Please see COP&D chairs or academic advisors for more information and next steps.

## TWO-YEAR FULL-TIME PROGRAM

### Method: Organizational Management & Leadership (OML)

#### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 701	Social Welfare Policy & Services I *	3 <input type="checkbox"/>	9
		SSW 712	Human Behavior in the Social Environment II *(OML Focus: Organizational Behavior)	3 <input type="checkbox"/>	
		SSW 717	Social Work Practice Learning Lab I	3 <input type="checkbox"/>	
	Spring	SSW 711	Human Behavior in the Social Environment I (OML Intensive: Entire Life Cycle)*	3 <input type="checkbox"/>	9
		SSW 718	Social Work Practice Learning Lab II	3 <input type="checkbox"/>	
		SSW 781	OML I Method (OML Intensive: Leadership, Strategy, Mission)*	3 <input type="checkbox"/>	
	Summer	SSW 713	Human Behavior in the Social Environment III (Intensive: Organizational Change) *or elective	3 <input type="checkbox"/>	6
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
Year Two	Fall	SSW 751	Social Work Research I (OML version)	3 <input type="checkbox"/>	15
		SSW 782	OML II Method (OML Intensive: Governance, HR, Planning)*	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 767	Field Practicum I	6 <input type="checkbox"/>	

	Spring	SSW 783	<b>OML III Method (OML Intensive: Financial *</b>	3 <input type="checkbox"/>	15
		SSW 752	Social Work Research II (OML version)	3 <input type="checkbox"/>	
		SSW 768	Field Practicum II	6 <input type="checkbox"/>	
		SSW 790	Professional Seminar	3 <input type="checkbox"/>	
	Summer or Fall		Elective	3 <input type="checkbox"/>	6
			Elective	3 <input type="checkbox"/>	
			<i>Total Credits</i>		60

*\*5 six hour Saturday sessions. These OML classes are offered only once per year.*

Note: Students may take any elective, but the following have been developed for OML:

- Social Enterprise, Social Entrepreneurship & Social Innovation
- Clinical Knowledge for Managers
- Legal Issues for Managers



## ONE-YEAR RESIDENCY PROGRAM (OYR)

### Method: Clinical Practice with Individuals, Families, and Small Groups (CPIFG)

#### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 701	Social Welfare Policy & Services	3 <input type="checkbox"/>	9
		SSW 711	Human Behavior in the Social Environment I	3 <input type="checkbox"/>	
		SSW 717	Social Work Practice Learning Lab I	3 <input type="checkbox"/>	
	Spring	SSW 712	Human Behavior in the Social Environment II	3 <input type="checkbox"/>	9
		SSW 718	Social Work Practice Learning Lab II	3 <input type="checkbox"/>	
		SSW 721	Clinical Practice with Individuals, Families and Small Groups I	3 <input type="checkbox"/>	
	Summer	SSW 713	Human Behavior in the Social Environment III	3 <input type="checkbox"/>	6
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
Year Two*	Fall	SSW 751	Social Work Research I	3 <input type="checkbox"/>	15
		SSW 722	Clinical Practice with Individuals, Families and Small Groups II	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 767	Field Practicum I	6 <input type="checkbox"/>	
	Spring	SSW 723	Clinical Practice with Individuals, Families and Small Groups III	3 <input type="checkbox"/>	15
		SSW 752	Social Work Research II	3 <input type="checkbox"/>	
		SSW 768	Field Practicum II	6 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	

	Summer or Fall	SSW 790	Professional Seminar	3 <input type="checkbox"/>	6
			Elective	3 <input type="checkbox"/>	
			<i>Total Credits</i>		60

\*Program can extend into Year Three if student chooses to take final courses in the fall semester.

## ONE-YEAR RESIDENCY PROGRAM (OYR)

### Method: Community Organizing, Planning & Development (COP&D)

#### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 701	Social Welfare Policy & Services	3 <input type="checkbox"/>	9
		SSW 711	Human Behavior in the Social Environment I	3 <input type="checkbox"/>	
		SSW 717	Social Work Practice Learning Lab I	3 <input type="checkbox"/>	
	Spring	SSW 712	Human Behavior in the Social Environment II	3 <input type="checkbox"/>	9
		SSW 718	Social Work Practice Learning Lab II	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
	Summer	SSW 713	Human Behavior in the Social Environment III**	3 <input type="checkbox"/>	6
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
Year Two*	Fall	SSW 751	Social Work Research I	3 <input type="checkbox"/>	15
		SSW 741	Community Organizing I	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 767	Field Practicum I	6 <input type="checkbox"/>	
	Spring	SSW 742	Community Organizing II	3 <input type="checkbox"/>	12
		SSW 752	Social Work Research II	3 <input type="checkbox"/>	
		SSW 768	Field Practicum II	6 <input type="checkbox"/>	
			Elective	<input type="checkbox"/>	
	Summer or Fall	SSW 790	Professional Seminar	3 <input type="checkbox"/>	9
		SSW 743	Community Organizing III	3 <input type="checkbox"/>	
			Elective (or in Y2 spring)	3 <input type="checkbox"/>	
			<i>Total Credits</i>		60

\*Program can extend into Year Three if student chooses to take final courses in the fall semester. \*\*COP&D method students may choose to take the SSW 797.40 *CO focus HBSE elective* in lieu of the regular HBSE III requirement. Please see COP&D chairs or academic advisors for more information and next steps.

## ONE-YEAR RESIDENCY PROGRAM (OYR)

### Method: Organizational Management & Leadership (OML)

### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 701	Social Welfare Policy & Services I *	3 <input type="checkbox"/>	12
		SSW 712	Human Behavior in the Social Environment II *( <b>OML Focus: Organizational Behavior</b> )	3 <input type="checkbox"/>	
		SSW 717	Social Work Practice Learning Lab I	3 <input type="checkbox"/>	
		SSW 761	Field Practicum I	3 <input type="checkbox"/>	
	Spring	SSW 711	Human Behavior in the Social Environment I ( <b>OML Intensive: Entire Life Cycle</b> )	3 <input type="checkbox"/>	12
		SSW 718	Social Work Practice Learning Lab II	3 <input type="checkbox"/>	
		SSW 781	<b>OML I Method (OML Intensive: Leadership, Strategy, Mission)*</b>	3 <input type="checkbox"/>	
		SSW 762	Field Practicum II	3 <input type="checkbox"/>	
	Summer	SSW 713	Human Behavior in the Social Environment III (Intensive: Organizational Change) <i>*or elective</i>	3 <input type="checkbox"/>	6
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
Year Two*	Fall	SSW 751	Social Work Research I (OML version)	3 <input type="checkbox"/>	12
		SSW 782	<b>OML II Method (OML Intensive: Governance, HR, Planning)*</b>	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 763	Field Practicum III	3 <input type="checkbox"/>	

	Spring	SSW 783	<b>OML III Method (OML Intensive: Financial *</b>	3 <input type="checkbox"/>	12
		SSW 752	Social Work Research II (OML version)	3 <input type="checkbox"/>	
		SSW 764	Field Practicum IV	3 <input type="checkbox"/>	
		SSW 790	Professional Seminar	3 <input type="checkbox"/>	
	Summer or Fall		Elective	3 <input type="checkbox"/>	6
			Elective	3 <input type="checkbox"/>	
			<i>Total Credits</i>		60

*\*5 six hour Saturday sessions. These OML classes are offered only once per year.*

Note: Students may take any elective, but the following have been developed for OML:

- Social Enterprise, Social Entrepreneurship & Social Innovation
- Clinical Knowledge for Managers
- Legal Issues for Managers

## ADVANCED STANDING PROGRAM

### Method: Clinical Practice with Individuals, Families, and Small Groups (CPIFG)

### Curriculum Plan for Students who are EXEMPT from *Human Behavior in the Social Environment II* (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 721	Clinical Practice with Individuals, Families and Small Groups I	3 <input type="checkbox"/>	15
		SSW 722	Clinical Practice with Individuals, Families and Small Groups II	3 <input type="checkbox"/>	
		SSW 713	Human Behavior in the Social Environment III	3 <input type="checkbox"/>	
		SSW 751	Social Work Research I	3 <input type="checkbox"/>	
		SSW 763	Field Practicum III	3 <input type="checkbox"/>	
	Spring	SSW 752	Social Work Research II	3 <input type="checkbox"/>	15
		SSW 723	Clinical Practice with Individuals, Families and Small Groups III	3 <input type="checkbox"/>	
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 764	Field Practicum IV	3 <input type="checkbox"/>	
	Summer	SSW 790	Professional Seminar	3 <input type="checkbox"/>	6
			Elective	3 <input type="checkbox"/>	
			<i>Total Credits</i>		<b>36</b>

## ADVANCED STANDING PROGRAM

### Method: Community Organizing, Planning & Development (COP&D)

### Curriculum Plan for Students who are EXEMPT from *Human Behavior in the Social Environment II* (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 741	Community Organizing, Planning, and Development I	3 <input type="checkbox"/>	15
		SSW 751	Social Work Research I	3 <input type="checkbox"/>	
		SSW 763	Field Practicum III	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 713	Human Behavior in the Social Environment III	3 <input type="checkbox"/>	
	Spring	SSW 752	Social Work Research II	3 <input type="checkbox"/>	15
		SSW 742	Community Organizing, Planning, and Development II	3 <input type="checkbox"/>	
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
		SSW 764	Field Practicum IV	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
	Summer	SSW 790	Professional Seminar	3 <input type="checkbox"/>	6
		SSW 743	Community Organizing, Planning, and Development III	3 <input type="checkbox"/>	
			<i>Total Credits</i>		36

## ADVANCED STANDING PROGRAM

### Method: Clinical Practice with Individuals, Families, and Small Groups (CPIFG)

### Curriculum Plan WITH *Human Behavior in the Social Environment II* (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 721	Clinical Practice with Individuals, Families and Small Groups I	3 <input type="checkbox"/>	15
		SSW 722	Clinical Practice with Individuals, Families and Small Groups II	3 <input type="checkbox"/>	
			elective	3 <input type="checkbox"/>	
		SSW 751	Social Work Research I	3 <input type="checkbox"/>	
		SSW 763	Field Practicum III	3 <input type="checkbox"/>	
	Spring	SSW 752	Social Work Research II	3 <input type="checkbox"/>	15
		SSW 723	Clinical Practice with Individuals, Families and Small Groups III	3 <input type="checkbox"/>	
		SSW 712	Human Behavior in the Social Environment II	3 <input type="checkbox"/>	
			Elective*	3 <input type="checkbox"/>	
		SSW 764	Field Practicum IV	3 <input type="checkbox"/>	
	Summer	SSW 713	Human Behavior in the Social Environment III	3 <input type="checkbox"/>	9
		SSW 790	Professional Seminar	3 <input type="checkbox"/>	
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
			<i>Total Credits</i>		39

\*Option available of taking an elective in the Winter and Policy II in the spring semester with an additional fee.



## ADVANCED STANDING PROGRAM

### Method: Community Organizing, Planning & Development (COP&D)

### Curriculum Plan WITH *Human Behavior in the Social Environment II* (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Fall	SSW 741	Community Organizing, Planning, and Development I	3 <input type="checkbox"/>	15
		SSW 751	Social Work Research I	3 <input type="checkbox"/>	
		SSW 763	Field Practicum III	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
			Elective*	3 <input type="checkbox"/>	
	Spring	SSW 752	Social Work Research II	3 <input type="checkbox"/>	15
		SSW 742	Community Organizing, Planning, and Development II	3 <input type="checkbox"/>	
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
		SSW 764	Field Practicum IV	3 <input type="checkbox"/>	
		SSW 712	Human Behavior in the Social Environment II	3 <input type="checkbox"/>	
	Summer	SSW 743	Community Organizing, Planning, and Development III	3 <input type="checkbox"/>	9
		SSW 713	Human Behavior in the Social Environment III	3 <input type="checkbox"/>	
		SSW 790	Professional Seminar	3 <input type="checkbox"/>	
			<i>Total Credits</i>		39

\*Option available of taking an elective in the Winter and Professional Seminar in the spring semester with an additional fee.

## ACCELERATED FULL-TIME PROGRAM

### Method: Clinical Practice with Individuals, Families, and Small Groups (CPIFG)

#### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Spring	SSW 701	Social Welfare Policy & Services I	3 <input type="checkbox"/>	15
		SSW 711	Human Behavior in the Social Environment I	3 <input type="checkbox"/>	
		SSW 717	Social Work Practice Learning Lab I	3 <input type="checkbox"/>	
		SSW 721	Method: Work with Individuals, Families and Groups I	3 <input type="checkbox"/>	
		SSW 761	Field Practicum I	3 <input type="checkbox"/>	
	Summer	SSW 712	Human Behavior & the Social Environment II	3 <input type="checkbox"/>	12
		SSW 718	Social Work Practice Learning Lab II	3 <input type="checkbox"/>	
		SSW 722	Method: Work with Individuals, Families and Groups II	3 <input type="checkbox"/>	
		SSW 762	Field Practicum II	3 <input type="checkbox"/>	
Year Two	Fall	SSW 713	Human Behavior in the Social Environment III	3 <input type="checkbox"/>	15
		SSW 723	Method: Work with Individuals, Families and Groups III	3 <input type="checkbox"/>	
		SSW 751	Social Work Research I	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 763	Field Practicum III	3 <input type="checkbox"/>	
	Spring	SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	12

		SSW 752	Social Work Research II	3 <input type="checkbox"/>	
		SSW 764	Field Practicum II	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
	Summer*	SSW 790	Professional Seminar	3 <input type="checkbox"/>	6
			Elective	3 <input type="checkbox"/>	
			<i>Total Credits</i>		60

## ACCELERATED ONE-YEAR RESIDENCY (OYR) PROGRAM

### Method: Clinical Practice with Individuals, Families, and Small Groups (CPIFG)

#### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

Time Frame		Course #	Title	Credit	TOTAL
Year One	Spring	SSW 701	Social Welfare Policy & Services I	3 <input type="checkbox"/>	12
		SSW 711	Human Behavior in the Social Environment I	3 <input type="checkbox"/>	
		SSW 717	Social Work Practice Learning Lab I	3 <input type="checkbox"/>	
		SSW 721	Method: Work with Individuals, Families and Groups I	3 <input type="checkbox"/>	
	Summer	SSW 712	Human Behavior & the Social Environment II	3 <input type="checkbox"/>	9
		SSW 718	Social Work Practice Learning Lab II	3 <input type="checkbox"/>	
		SSW 702	Social Welfare Policy & Services II	3 <input type="checkbox"/>	
Year Two	Fall	SSW 751	Social Work Research I	3 <input type="checkbox"/>	15
		SSW 722	Method: Work with Individuals, Families and Groups II	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
		SSW 767	Field Practicum I	6 <input type="checkbox"/>	
	Spring	SSW 752	Social Work Research II	3 <input type="checkbox"/>	15
		SSW 723	Method: Work with Individuals, Families and Groups III	3 <input type="checkbox"/>	
		SSW 768	Field Practicum II	6 <input type="checkbox"/>	

			Elective	3 <input type="checkbox"/>	
	Summer*	SSW 790	Professional Seminar	3 <input type="checkbox"/>	9
		SSW 713	Human Behavior in the Social Environment III	3 <input type="checkbox"/>	
			Elective	3 <input type="checkbox"/>	
			<i>Total Credits</i>		60

# MSW – MEd DUAL-DEGREE PROGRAM with the BANK STREET COLLEGE of EDUCATION

## Method: Clinical Practice with Individuals, Families, and Small Groups (CPIFG)

### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

YEAR ONE		
SUMMER & FALL	SPRING	SUMMER
<ul style="list-style-type: none"> <li>• EDUC 500 Child Dev (summer) ..... (3 Credits)</li> <li>• EDUC 802 World of the Toddler ..... (3 Credits)</li> <li>• EDUC 519 or 520 Educating Infants and Toddlers: Environments or Programs ... (3 Credits)</li> <li>• EDUC 954 Fieldwork ..... (6 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• EDUC 801 World of the Infant ..... (3 Credits)</li> <li>• EDUC 808 Observation and Recording ..... (3 Credits)</li> <li>• EDUC 954 Fieldwork (do EI placement) ..... (6 Credits)</li> <li>• SSW 717 Social Work Practice Lab I ..... (3 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW 712 Human Behavior II ..... (3 Credits)</li> <li>• SSW 718 Social Work Practice Lab II ..... (3 Credits)</li> </ul>
YEAR TWO		
FALL	SPRING	SUMMER
<ul style="list-style-type: none"> <li>• SSW 721 Clinical Practice with Individuals, Families and Small Groups I ..... (3 Credits)</li> <li>• SSW 722 Clinical Practice with Individuals, Families and Small Groups II ..... (3 Credits)</li> <li>• SSW 767 Field Practicum I ..... (3 Credits)</li> <li>• EDUC 803 Developmental Variations ..... (2 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW 723 Clinical Practice with Individuals, Families and Small Groups III ..... (3 Credits)</li> <li>• SSW 701 Social Welfare Policy And Services I (3 Credits)</li> <li>• SSW 768 Field Practicum II ..... (6 Credits)</li> <li>• SSW Elective ..... (3 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• SSW Elective ..... (3 Credits)</li> <li>• SSW Human Behavior III ..... (3 Credits)</li> </ul>
YEAR THREE		
FALL	SPRING	
<ul style="list-style-type: none"> <li>• SSW 751 Social Work Research I ..... (3 Credits)</li> <li>• EDUC 613 Understanding and Working with Parents ..... (2 Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• EDUC 891 Developmental Assessment of Infants and Toddlers ..... (3 Credits)</li> <li>• SSW 702 Social Welfare Policy &amp; Services II ..... (3 Credits)</li> <li>• SSW 790 Professional Seminar ..... (3 Credits)</li> </ul>	

Hunter: 51 credits + Bank Street: 34 credits = 85 Total Credits

## MSW – MDiv DUAL-DEGREE PROGRAM with the UNION THEOLOGICAL SEMINARY

### Method: Clinical Practice with Individuals, Families, and Small Groups (CPIFG)

#### Curriculum Plan (Subject to Revision)

Please Note: This curriculum plan is in effect as of the **SPRING 2019** semester. Continuing students should follow their previous grids and consult with an academic advisor if they have any questions.

**105 credits: 48 UTS; 51 Silberman; 6 integrated**

#### YEAR 1

FALL		SPRING	
BX 101 or OT 101/101a	4-5 credits	NT 101/101a or Bible elective #1	3-5 credits
CH 107 or CH 109	2 credits	CH 108 or CH 101	2-3 credits
ST 103 (or ST 104 in spring)	3 credits	ST 104 (or ST 103 in fall)	3 credits
IE 102	3 credits	CW103 or CA102	3 credits
SSW 717	3 credits	SSW 718	3 credits

#### YEAR 2

FALL		SPRING	
BX 201 or Bible elective #2	3 credits	CW 104 or CA 102	3 credits
CH 107 or 109 OR CH elective	2-3 credits	IE elective	3 credits
Theology elective (ST, CE, PR)	3 credits	UTS general electives (e.g., denominational requirements)	3 credits
PS101 & PS110 (for CPE) or practical theology elective	3 credits	UTS or SSSW general elective	3 credits
SSW 701	3 credits	SSW 702	3 credits

Summer CPE – recommended elective (6 credits)

#### YEAR 3

FALL		SPRING	
SSW 761	3 credits	SSW 762	3 credits

SSW 721/741	3 credits		SSW 722/742	3 credits
SSW 711	3 credits		SSW 712	3 credits
UTS general elective	1-3 credits		UTS general elective	1-3 credits
UTS general elective	1-3 credits		*** Integrative Seminar	3 credits

Summer CPE – recommended elective (6 credits)

#### YEAR 4

FALL			SPRING	
SSW763	3 credits		SSW764	3 credits
SSW723/743	3 credits		SSW752	3 credits
SSW7151	3 credits		**SSW or UTS general elective	3 credits
SSW713	3 credits		UTS general elective	1-3 credits
UTS general elective	1-3 credits		*** Integrative Seminar	3 credits

The required number of UTS general elective credits ranges from 10-14 credits depending on a student's Option A or Option B choices in the Biblical, Historical, or Practical fields. Most electives carry three credits but some may carry one or two credits (e.g., SU courses sand guided readings).

\*\* Silberman requires two 3-credit electives. Silberman will accept 3 UTS elective credits in satisfaction of one 3-credit Silberman course.

\*\*\* The Integrative Seminar satisfies both UTS and Silberman requirements.

#### Legend

SSW= Offered by SSSW; all other courses offered by UTS

BX =Bible (Cross Testament)

OT=Bible (Old Testament)

NT=Bible (New Testament)

CH=History

ST=Systematic Theology

IE=Interreligious Engagement

PS=Psychology & Religion

CW=Worship

CA=Communication Arts

#### Policies Concerning Students' Rights



## **I. Students' Right Concerning Education Records**

## **II. Student Rights and School Policies**

### **I. Students' Right Concerning Education Records**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are the following:

#### **1. The right to inspect and review the student's education records.**

Students should submit to the registrar, the dean of students, or other appropriate college official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be provided with copies of the requested records or notified of the time and place where the records may be inspected. Students will be charged a fee for copies of requested records. If the request is denied or not responded to within 45 days, the student may appeal to the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided by the college's FERPA appeals officer: Office of Legal Affairs, Hunter College, Room 1705E, 695 Park Avenue, New York, NY 10021.

#### **2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.**

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the registrar, the dean of students, or other appropriate college official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

#### **3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the university has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

#### **4. You may appeal the alleged denial of FERPA rights to the:**

General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021.

**5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.**

The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

**6. The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information:**

A student’s name, attendance dates, telephone listing, home address, present address, e-mail address, major and minor fields of study, degrees and awards received, date of birth, place of birth, level of education, and the most recent previous educational institution attended. By filing a form with the Registrar’s Office, a student or former student may request that any or all of the above information not be released without his or her prior written consent. This form may be completed, withdrawn, or modified at any time.

This policy shall be effective as of September 2000 and shall supersede prior policy on this issue.

## **II. Student Rights and School Policies**

### **Statement on the Rights of Students**

**The Hunter College Senate voted endorsement of the following statement on September 24, 1974:**

#### **Preamble**

“Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals....Freedom to teach and freedom to learn are 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 prerequisite 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.

### **I. 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.

## **II. Classroom, Grades, etc.**

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.

## **III. 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 Services.
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.

## **IV. 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.

## **V. 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.

**RESOLVED, That these rules and regulations be incorporated in each college bulletin.**

*Adopted by the Board of Trustees of The City University of New York on June 23, 1969, and amended on October 27, 1980, and May 22, 1989.*

## **Rules and Regulations for Students Pursuant to Article 224A**

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his 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 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 religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she 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 four o'clock post meridiem 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 availing himself or 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 rights under this section.
  - a. 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 Trustees of the City University of New York or any community college.

**Equal Opportunity Programs**

Hunter 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 Procedure.

# The City University of New York Policy on Equal Opportunity and Non-Discrimination

## **I. Policy on Equal Opportunity and Non-Discrimination**

The City University of New York (“University” or “CUNY”), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University—applicable to all colleges and units— to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.<sup>1</sup>

It is also the University’s policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

### **Prohibited Conduct Defined**

**Discrimination** is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, sex, gender, national origin, or any of the other bases prohibited by this Policy.

**Harassment** is a form of discrimination that consists of unwelcome conduct based on a protected characteristic that 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. Such conduct can be spoken, written, visual, and/or physical. This policy covers prohibited harassment based on all protected characteristics other than sex. Sex-based harassment and sexual violence are covered by [CUNY’s Policy on Sexual Misconduct](#).

**Retaliation** is adverse treatment of an individual because he or she made a discrimination complaint,

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<sup>1</sup> As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

opposed discrimination, or cooperated with an investigation of a discrimination complaint.

## **II. Discrimination and Retaliation Complaints**

The City University of New York is committed to addressing discrimination and retaliation complaints promptly, consistently and fairly. There shall be a Chief Diversity Officer at every college or unit of the University, who shall be responsible for, among other things, addressing discrimination and retaliation complaints under this Policy.

There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

## **III. Academic Freedom**

This policy shall not be interpreted so as to constitute interference with academic freedom.

## **IV. Responsibility for Compliance**

The President of each college of the University, the CUNY Executive Vice Chancellor and Chief Operating Officer, and the Deans of the Law School, Graduate School of Journalism, School of Public Health and School of Professional Studies and Macauley Honors College, have ultimate responsibility for overseeing compliance with these policies at their respective units of the University. In addition, each vice president, dean, director, or other person with managerial responsibility, including department chairpersons and executive officers, must promptly consult with the Chief Diversity Officer at his or her college or unit if he or she becomes aware of conduct or allegations of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination or retaliation complaint.

# Complaint Procedures Under The City University Of New York's Policy On Equal Opportunity And Non-Discrimination<sup>2</sup>

## 1. Reporting Discrimination and/or Retaliation

The University is committed to addressing discrimination and/or retaliation complaints promptly, consistently and fairly.

Members of the University community, as well as visitors, may promptly report any allegations of discrimination or retaliation to the individuals set forth below:

- A. Applicants, employees, visitors and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.
- B. Applicants, employees, visitors and students with complaints of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, should follow the process outlined in CUNY's Policy on Sexual Misconduct (include link).
- C. There are separate procedures under which applicants, employees, visitors and students may request and seek review of a decision concerning reasonable accommodations for a disability, which are set forth in CUNY's Procedures on Reasonable Accommodation. (include link)

## 2. Preliminary Review of Employee, Student, or Visitor Concerns

Individuals who believe they have experienced discrimination and/or retaliation should promptly contact the Chief Diversity Officer at their location to discuss their concerns, with or without filing a complaint. Following the discussion, the Chief Diversity Officer will inform the complainant of the options available. These include seeking informal resolution of the issues the complainant has encountered or the college conducting a full investigation. Based on the facts of the complaint, the Chief Diversity Officer may also advise the complainant that his or her situation is more suitable for resolution by another entity within the University.

## 3. Filing a Complaint

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<sup>2</sup> These Procedures govern any complaint of discrimination and/or retaliation, except complaints of sexual harassment and sexual violence, which are covered by CUNY's Sexual Misconduct Policy. These procedures are applicable to all of the units and colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.

These Procedures are intended to provide guidance for implementing the University Policy on Equal Opportunity and Non-Discrimination. These Procedures do not create any rights or privileges on the part of any others.

The University reserves the right to alter, change, add to, or delete any of these procedures at any time without notice.



Following the discussion with the Chief Diversity Officer, individuals who wish to pursue a complaint of discrimination and/or retaliation should be provided with a copy of the University's complaint form. Complaints should be made in writing whenever possible, including in cases where the complainant is seeking an informal resolution.

#### **4. Informal Resolution**

Individuals who believe they have been discriminated or retaliated against may choose to resolve their complaints informally. Informal resolution is a process whereby parties can participate in a search for fair and workable solutions. The parties may agree upon a variety of resolutions, including but not limited to modification of work assignment, training for a department, or an apology. The Chief Diversity Officer will determine if informal resolution is appropriate in light of the nature of the complaint. Informal resolution requires the consent of both the complainant and the respondent and suspends the complaint process for up to thirty (30) calendar days, which can be extended upon consent of both parties, at the discretion of the Chief Diversity Officer.

Resolutions should be agreed upon, signed by, and provided to both parties. Once both parties reach an informal agreement, it is final. Because informal resolution is voluntary, sanctions may be imposed against the parties only for a breach of the executed voluntary agreement.

The Chief Diversity Officer or either party may at any time, prior to the expiration of thirty (30) calendar days, declare that attempts at informal resolution have failed. Upon such notice, the Chief Diversity Officer may commence a full investigation.

If no informal resolution of a complaint is reached, the complainant may request that the Chief Diversity Officer conduct a full investigation of the complaint.

#### **5. Investigation**

A full investigation of a complaint may commence when it is warranted after a review of the complaint, or after informal resolution has failed.

It is recommended that the intake and investigation include the following, to the extent feasible:

- a. Interviewing the complainant. In addition to obtaining information from the complainant (including the names of any possible witnesses), the complainant should be informed that an investigation is being commenced, that interviews of the respondent and possibly other people will be conducted, and that the President<sup>3</sup> will determine what action, if any, to take after the investigation is completed.

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<sup>3</sup> References to the President in these Procedures refer to the Executive Vice Chancellor and Chief Operating Officer and the Deans of the Law School, Graduate School of Journalism, CUNY School of Public Health, School of Professional Studies and Macauley Honors College, wherever those units are involved, rather than a college.

- b. Interviewing the respondent. In addition to obtaining information from the respondent (including the names of any possible witnesses), the respondent should be informed that a complaint of discrimination has been received and should be provided a copy of the complaint unless circumstances warrant otherwise. Additionally, the respondent should be informed that an investigation has begun, which may include interviews with third parties, and that the President will determine what action, if any, to take after the investigation is completed. A respondent employee who is covered by a collective bargaining agreement may consult with, and have, a union representative present during the interview.

The respondent must be informed that retaliation against any person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited under this policy and federal, state, and city laws. The respondent should be informed that if retaliatory behavior is engaged in by either the respondent or anyone acting on his/her behalf, the respondent may be subject to disciplinary charges, which, if sustained, may result in penalties up to and including termination of employment, or permanent dismissal from the University if the respondent is a student.

- c. Reviewing other evidence. The Chief Diversity Officer should determine if, in addition to the complainant, the respondent, and those persons named by them, there are others who may have relevant information regarding the events in question, and speak with them. The Chief Diversity Officer should also review documentary evidence that may be relevant to the complaint.

## **6. Withdrawing a Complaint**

A complaint of discrimination may be withdrawn at any time during the informal resolution or investigation process. Only the complainant may withdraw a complaint. Requests for withdrawals must be submitted in writing to the Chief Diversity Officer. The University reserves the right to continue with an investigation if it is warranted. In a case where the University decides to continue with an investigation, it will inform the complainant.

In either event, the respondent must be notified in writing that the complainant has withdrawn the complaint and whether University officials have determined that continuation of the investigation is warranted for corrective purposes.

## **7. Timeframe**

While some complaints may require extensive investigation, whenever possible, the investigation of a complaint should be completed within sixty (60) calendar days of the receipt of the complaint.

## **8. Action Following Investigation of a Complaint**

- a. Promptly following the completion of the investigation, the Chief Diversity Officer will report his or her findings to the President. In the event that the respondent or complainant is a student, the Chief Diversity Officer will also report his or her findings to the Chief Student Affairs Officer.
- b. Following such report, the President will review the complaint investigation report and, when warranted by the facts, authorize such action as he or she deems necessary to properly correct the effects of or to prevent further harm to an affected party or others similarly situated. This can include commencing action to discipline the respondent under applicable University Bylaws or collective bargaining agreements.
- c. The complainant and the respondent should be apprised in writing of the outcome and action, if any, taken as a result of the complaint.
- d. The President will sign a form that will go into each investigation file, stating what, if any, action will be taken pursuant to the investigation.
- e. If the President is the respondent, the Vice Chancellor of Human Resources Management will appoint an investigator who will report his/her findings to the Chancellor. The Chancellor will determine what action will be taken. The Chancellor's decision will be final.

## **9. Immediate Preventive Action**

The President may take whatever action is appropriate to protect the college community in accordance with applicable Bylaws and collective bargaining agreements.

## **10. False and Malicious Accusations**

Members of the University community who make false and malicious complaints of discrimination, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

## **11. Anonymous Complaints**

All complaints will be taken seriously, including anonymous complaints. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

## **12. Responsibilities**

### **a. Responsibilities of the President:**

- Appoint a Chief Diversity Officer responsible for addressing complaints under this Policy
- Ensure that the Chief Diversity Officer is fully trained and equipped to carry out

his/her responsibilities.

- Ensure that managers receive training on the Policy.
- Annually disseminate the Policy and these Procedures to the entire college community and include the names, titles and contact information of all appropriate resources at the college. t Such information should be widely disseminated, including placement on the college website.

b. Responsibilities of Managers:

Managers must take steps to create a workplace free of discrimination, harassment and retaliation, and must take each and every complaint seriously. Managers must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate the Policy.

For purposes of this policy, managers are employees who either (a) have the authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) have the authority to make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

c. Responsibilities of the University Community-at-Large:

- Members of the University community who become aware of allegations of discrimination or retaliation should encourage the aggrieved individual to report the alleged behavior.
- All employees and students are required to cooperate in any investigation.

## Some Relevant Laws Concerning Non-discrimination and Equal Opportunity

*Section 1324b of the Immigration and Nationality Act* prohibits employers from intentional employment discrimination based upon citizenship or immigration status, national origin, and unfair documentary practices or “document abuse” relating to the employment eligibility verification or Form I-9 process. Document abuse prohibited by the statute includes improperly requesting that an employee produce more documents than required by the I-9 form, or a particular document, such as a “green card”, to establish the employee’s identity and employment authorization; improperly rejecting documents that reasonably appear to be genuine during the I-9 process; and improperly treating groups of applicants differently when completing the I-9 form.

*Executive Order 11246*, as amended, prohibits discrimination in employment by all institutions with federal contracts and requires affirmative action to ensure equal employment opportunities.

*Title VII of the Civil Rights Act of 1964*, as amended, prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other terms, conditions, and privileges of employment) on the basis of race, color, religion, national origin, or sex.

*Title VI of the Civil Rights Act of 1964* prohibits discrimination or the denial of benefits because of race, color, or national origin in any program or activity receiving federal financial assistance.

*Equal Pay Act of 1963*, as amended, requires that men and women performing substantially equal jobs in the same workplace receive equal pay.

*Title IX of the Education Amendments of 1972* prohibits discrimination or the denial of benefits based on sex in any educational program or activity receiving federal financial assistance.

*Age Discrimination in Employment Act*, as amended, prohibits discrimination against individuals who are age 40 or older.

*Section 504 of the Rehabilitation Act of 1973* defines and forbids acts of discrimination against qualified individuals with disabilities in employment and in the operation of programs and activities receiving federal financial assistance.

*Section 503 of the Rehabilitation Act of 1973* requires federal contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

*Vietnam Era Veterans’ Readjustment Act of 1974*, as amended, requires government contractors and subcontractors to take affirmative action to employ and advance in employment disabled and other protected veterans.

*Uniformed Services Employment and Reemployment Rights Act of 1994*, as amended, prohibits employment discrimination based on military status and requires reemployment following military service in some circumstances.

*Americans with Disabilities Act of 1990*, as amended, prohibits discrimination on the basis of disability.

*Genetic Information Nondiscrimination Act of 2008* prohibits employment discrimination based on

genetic information.

*New York City Human Rights Law* prohibits discrimination based on age (18 and older), race, creed, color, national origin, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, alienage or citizenship status, arrest or conviction record, unemployment status, or status of an individual as a victim of domestic violence, sex offenses or stalking.

*New York City Workplace Religious Freedom Act* requires an employer to make accommodation for an employee's religious needs.

*New York State Education Law Section 224-a* requires institutions of higher education to make accommodations for students who are unable to attend classes or take examinations due to their religious beliefs.

*New York State Human Rights Law* prohibits discrimination based on race, creed, color, national origin, sexual orientation, military status, sex, age (18 and older), marital status, domestic violence victim status, disability, predisposing genetic characteristics or prior arrest or conviction record.

## **The City University of New York Policy on Sexual Misconduct**

Please find the most updated City University of New York Policy on Sexual Misconduct here:

<http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf>

## **NASW Code of Ethics**

The most updated National Association of Social Workers (NASW) **Code of Ethics** can be found here: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## **NASW Standards and Indicators of Cultural Competence**

The most updated National Association of Social Workers (NASW) **Standards and Indicators of Cultural Competence** can be found here:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>