BSW PROGRAM

UNDERGRADUATE STUDENT HANDBOOK

2017 – 2018

School of Social Welfare
Health Sciences Center – L2, Room 093
Stony Brook University
Stony Brook, New York 11794-8231

The BSW Program Undergraduate Student Handbook is designed as an important resource to help students understand and utilize the policies, procedures and programs of the School of Social Welfare. It is the responsibility of every member of the SSW community to familiarize themselves with the contents of this Handbook.

RESERVATION OF RIGHTS: This manual is intended for the guidance of School of Social Welfare (SSW) students and faculty. The manual sets forth policies, curriculum and procedures, but the SSW reserves the right to amend this handbook at any time and without notice to reflect modifications in policy, law, or regulation. The manual is not intended and should not be regarded as a contract between the SSW and any student or other person.

Stony Brook University is an equal opportunity/affirmative action educator/employer. The Stony Brook University does not discriminate on the basis of race, religion, sex, sexual preference, color, national origin, age, disability, marital status, or status as a disabled or Vietnam-era veteran in its educational programs or employment. Also, the State of New York prohibits discrimination on the basis of sexual orientation.

This publication can be made available in alternative format upon request.

Information regarding safety on campus, including crime statistics, can be found at: http://www.stonybrook.edu/sb/safety.shtml.

Dear Stony Brook Social Work Student,

Let me begin by congratulating you on choosing social work as a profession. Today, many people dream of a career decision that encourages them to make change on large and persistent social issues, sometimes called "wicked problems." This includes a commitment to end homelessness, interpersonal violence, and child abuse; to create fair and just mental health and immigration systems, and to end disparities in health outcomes, involvement in the criminal justice system, and educational failure among people of color.

As social workers you will be on the front lines of advocacy for social and economic justice. You can choose to be active in a venue ranging from a local neighborhood to global resettlement, and to work with any conceivable population from infants in early intervention programs all the way up through hospice. You can choose to combine roles as clinicians, researchers, policy wonks, administrators, advocates, and community organizers. Just about any population you want to work with, any social problem you would like to solve, or any level on which you want to make change, a social work degree will allow you to pursue your dream to realize social change.
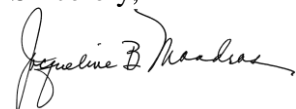
I am delighted that you chose to explore your dreams at SUNY Stony Brook. Stony Brook University is a member of the prestigious Association for American Universities (AAU) and one of the nation's premier centers for academic excellence. The School of Social Welfare is located within a rich interdisciplinary environment, one of five schools comprising the Health Sciences campus. The Health Sciences campus also includes Stony Brook University Hospital, the Cancer Center, Stony Brook Children's Hospital and a growing network of community hospitals. In New York City, we are affiliated with the SUNY College of Optometry that serves over 70,000 patients a year. Many opportunities exist for collaborative research and training with the health sciences and other disciplines.

We are committed to preparing students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The School's curriculum, field internships, and our faculty emphasize a commitment to diversity, human dignity, and social and economic justice. Our faculty and students are involved in interdisciplinary practice, research, and training that develops, implements, and disseminates evidence informed models for innovative practice.

At Stony Brook you will prepare to work in the future – to learn to intervene at the source of the problems which impact people's well-being; to study within interdisciplinary collaborations with students from other disciplines; and to build a world in which there is social and economic justice leading to success for all.

We are delighted that you have chosen to attend our School of Social Welfare.

Sincerely,

Jacqueline B. Mondros, D.S.W.
Dean and Assistant Vice President
School of Social Welfare

BSW Undergraduate Program Handbook

I. The School of Social Welfare

A. School

The Stony Brook University School of Social Welfare was established in 1970 and has been continuously accredited by the Council on Social Work Education since 1973. The School is located within a rich interdisciplinary environment, one of six schools within the Health Sciences campus of the University, along with the Schools of Medicine, Dental Medicine, Nursing, Health Technology and Management, and a new School of Pharmacy and Pharmaceutical Sciences.

The School offers the BSW, MSW, and PhD degrees on the Stony Brook University campus in Stony Brook, New York on Long Island, and has an extension center MSW program in New York City. The New York City program is offered at the SUNY College of Optometry, the only public Optometry College in New York State. Currently, the School has an enrollment of 100 BSW students, 536 MSW students, and 33 PhD students. The BSW program is a generalist practice program informed by a human rights framework. The MSW program offers a single concentration in Advanced Generalist Practice.

B. Mission Statement

The Stony Brook University School of Social Welfare's mission statement is:

The School of Social Welfare is committed to building a more equitable society based on the values of human dignity, inclusiveness, diversity, equality, and on economic, environmental and social justice.

By advancing knowledge, engaging in systematic inquiry, and developing professional skills, we prepare students for social work practice with individuals, families, groups, organizations, communities and governments in a global context.   The School teaches a person-in-environment perspective, community advocacy, therapeutic intervention, individual and group empowerment, and the affirmation of strengths as a means of promoting individual and social change. As an integral part of our student-centered and evidence informed pedagogy, we prepare students to identify and analyze the nature and extent of structural inequality. We focus in particular, on social welfare leadership as a pathway to enhance emotional, psychological and social well-being. We work closely with the university and greater community to fulfill this mission.

We recognize that structural inequality exists in multiple and overlapping layers of discrimination including class, race, ethnicity, gender, gender identity and expression, sexual orientation, religion, age and disability, among others. We therefore seek to remediate the impact of interpersonal and historical trauma, to foster human relationships that are grounded in social justice; human dignity and mutual respect; to develop new and just organizational forms; to transform already existing structures to reflect values that affirm and enhance human dignity and social diversity; and to identify new ways to influence social, economic and political systems to equitably distribute power, resources, rights and freedom.

In our mission, we affirm that the School is committed to societal well-being and respect for diversity. We explicitly cite the multiple and overlapping layers of bias and affirm our commitment to society, economic, and environmental justice globally. We commit ourselves to prepare students who identify and analyze inequality and address conditions that limit human rights.

Second, the School's mission clearly identifies that we have a tri-part purpose: to advance and employ systematic inquiry; to educate students for professional practice across many domains (community, individual, and group); and to prepare practitioners who lead efforts to enhance emotional, psychological, and social well-being—the very definition of the person-in-environment framework.

II. The Bachelor of Social Work (BSW) Undergraduate Program

A. Program Goals

1. Goals

The goals of the BSW program are to:

Goal 1: Prepare generalist social work practitioners to use their knowledge, values, and skills in professional entry-level positions in human services across the various domains of social work practice;

Goal 2: Inspire graduates to apply a global human rights framework, and empowerment models in their practice across systems;

Goal 3: Educate students to utilize, at every systems level, cultural sensitivity and with an understanding of how racism, sexism, ageism, heterosexism, and other forms of oppression and discrimination affect clients and the client –worker relationship; and

Goal 4: Prepare students to employ their understanding of how social, political, and economic factors influence social problems, social policies and programs, and organizational procedures and practices in client, organizational, community, and social change efforts;

Goal 5: Develop graduates' ability to understand and utilize evidence based practice models in their work.

The goals for our BSW program are clearly derived from our mission statement, and reflect the values, emphases, and perspectives articulated there. The first goal clearly states that the program prepares students to practice as generalists, i.e. with all systems, in entry-level positions. The second goal aligns with our School's commitment to global human rights and empowerment practice. Our relationship with the Robert F. Kennedy Center for Justice and Human Rights has helped to strengthen and enrich this particular goal. The third goal embodies our mission's commitment to educate graduates who are particularly attentive to issues of culture and oppression. The fourth goal encapsulates our mission's dedication to graduate BSW students

who put their understanding of social, political, and economic change into their work at every level. The fifth goal is aligned with our mission's obligation to scientific inquiry and the use of evidence based practice.

B. CSWE Competency Framework

The Council on Social Work Education (CSWE), the accrediting body for schools of social work, has identified core competencies for social work education. These competencies guide and inform curriculum and course content.

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

Each competency is represented by a set of *practice behaviors* at the Foundation and Advanced levels of the curriculum. The practice behaviors will be used in various forms of assessment to determine the degree to which students have achieved competency in these nine (9) areas. Overall assessment is reported, in aggregate, on the school's website.

C. Educational Outcomes

These are program-wide outcomes. At the end of an educational experience geared to the preparation of entry-level generalist practitioners, students are expected to:

- enter the field of social work as generalist practitioners able to work with individuals, families, groups, organizations, and communities;
- reflect critically on the role of social work vis-à-vis the nature of oppression and the struggle for equality, social justice, and human dignity;
- enhance and utilize their personally felt commitment to social justice, especially in light of their increased awareness of the structure, processes and effects of oppression in the lives of all people within society, but especially the people with whom generalist practitioners will come in contact;
- develop an analytical understanding of social policies and programs as they either enhance movement toward social justice or serve to reinforce oppression;
- incorporate an appreciation for and acknowledgement of the extreme importance of understanding the value and meaning of cultural diversity in this society;

- identify the social, political, economic, historical, cultural, interpersonal, intrapersonal, and biological factors that affect the nature and existence of the problems with which the generalist practitioner works;
- understand the critical importance of engaging in social work practice which incorporates social work values and ethics;
- analyze value based and ethical conflicts which emerge in social work practice in order to engage with client systems to explore choices, implications and possible resolutions;
- engage in professional practice which enhances the ability of individuals, families, groups, organizations and communities to utilize their strengths as they seek to accomplish goals, reduce distress and maximize quality of life;
- utilize practice skills to enhance the capacity of people to participate actively and positively in improving their lives and participating in forming a society which reflects social justice and human dignity among individuals, families, groups, organizations, and communities consistent with the mission of the school and the ethics and values of the social work profession.
- engage in critical reflection and evaluation of their own practice; and
- incorporate social work knowledge, both theoretical and empirical, into their practice as professional social workers.

III. BSW Program Structure and Content

A. Curriculum

The curriculum in the undergraduate program is organized around five substantive areas of knowledge and skills: human behavior and the social environment, social welfare policy, social research, social work practice, and field education. The following program represents the curriculum for the Bachelor of Science student:

Junior Year, Fall Term (15 Credits)

Course #	Title	Credits
HWC 304	Contemporary Social Justice Issues	3
HWC 308	Human Behavior and the Social Environment I	3
HWC 310	Political Economy of Social Welfare	3
HWC 311	Social Welfare Policy, Services and Analysis	3
HWC 313	Research in Social Work I	3

Junior Year, Spring Term (16 credits)

Course #	Title	Credits
HWC 300	Introduction to Fields of Practice	4
HWC 305	Practice Processes in Social Work I	3
HWC 309	Human Behavior and the Social Environment II	3
HWC 312	Social Welfare Policy and Institutional Oppression	3

HWC 314	Research in Social Work II	3

Senior Year, Fall Term (18 credits)

Course #	Title	Credits
HWC 301	Field Education I	6
HWC 306	Practice Processes in Social Work II	3
HWC 315	Integrating Seminar I	3
	Two Electives*	6

Senior Year, Spring Term (18 Credits)

Course	Title	Credits
HWC 302	Field Education II	4
HWC 307	Practice Processes in Social Work III	3
HWC 316	Integrating Seminar II	3
	Two Electives*	6

Students may not take fewer than 15 credits or more than 19 credits per semester.

B. Electives

Students are required to take a minimum of 12 credits of electives to fulfill the curriculum requirements. In addition to the choice of electives offered in the SSW, to satisfy that requirement, students may take two upper division electives relevant to social work that are taught outside the School of Social Welfare. The course selected may be from those offered by a variety of departments within the University including those courses offered by other schools within the Health Sciences Center. The content of the course must be in concert with the School's mission and program objectives and in a subject not covered by the School's curriculum offerings. Prior to registering for such an elective, students must obtain approval from their advisor and the Director of the Undergraduate Program in writing. Students may apply *two* electives from outside the program *or* from transfer into the program.

C. Independent Study Policies and Procedures

Students may elect to take an Independent Study as an elective. The student needs to obtain approval from his/her faculty advisor and register with an individual faculty member for Independent Study (HWC 395). The Independent Study needs to be in a subject area that is in concert with the School's mission and program objectives, and is not covered already by the curriculum offerings. Students may register for 1-3 credits of independent study during their tenure in the program.

An independent study proposal and bibliography should be signed and agreed upon by the student, the student's faculty advisor, the member of the faculty who has agreed to sponsor the

---

* Electives vary from term to term.

independent study and the Director of the Undergraduate Program before registering for independent study credit for a maximum of 3 credits.

The independent study may not replace required course work. See BSW Independent Study Proposal:
 http://socialwelfare.stonybrookmedicine.edu/system/files/BSW_Independent_Study_Proposal_Cover Sheet.pdf

IV. Performance in Field Education (See Undergraduate Student Field Manual for details)

Field and class work are integral parts of a single educational experience. A well-rounded education in social welfare is best obtained by the integration of theory and practice. Students are evaluated according to the competency level they are expected to attain (generalist competencies for the BSW).

Field education experiences are available in a broad range of human service programs that meet the needs of individuals, families, groups, and communities. Practicum sites are located throughout Nassau and Suffolk counties, and the greater metropolitan New York area.

Students are evaluated for field education by their ability to achieve competence as defined for generalist and advanced generalist practice. The School has developed a set of behaviors that comprise each competency, and students are evaluated on each behavior of each competency. Additional criteria for Performance in Field Education are described in the Undergraduate Student Field Manual and the Graduate Field Manual. Students are evaluated according to the competency level they are expected to attain.

The Field Education Department provides field instructors with Performance Expectations as a tool to guide their efforts to assess and evaluate student learning. The expectations are organized according to the nine Competencies and by expectations for generalist field education expectations. The Performance Expectations reflect behaviors that should be accomplished by the end of each semester and guide teaching, assignments, and skill development as an ongoing process. Student are expected to develop and strengthen competency throughout their field placement with the goal to achieve competency at their level of study.

The School requires written evaluations at the end of each semester. The written evaluation should reflect prior discussions between field instructor and student and describe progress on achieving competency and areas for further development. The field instructor is responsible for completing the evaluation. The student must be given the opportunity to read the evaluation. The field instructor and student then discuss it and may agree on changes. Both sign the completed evaluation, and students may write an addendum. The completed evaluation is submitted to the Office of Field Education.

An evaluation is completed at the end of each semester of field education. Students are rated on each behavior, and these scores are added together for a score on each competency. The Generalist evaluation uses the following rating scale ranging from: **N/A** – **NEVER** discussed in supervision or **NEVER** assigned; **IP** (1) – **Insufficient Progress**: Has little understanding of the

competency; rarely demonstrates the behavior but has had multiple opportunities to demonstrate; **UP** (2) – **Uneven Progress**: Demonstrates a beginning understanding of the competency and struggles with implementation of the behavior in their work; **IC** (3) – **Increased Consistency**: Shows evidence of understanding the competence required and continues to strengthen consistency by applying behaviors in their work; **C** (4) – **Competence**: Understands the competency required and is consistent in applying the behaviors in their work; and **OC** (5) – **Outstanding:** Demonstrates an exceptional ability to effectively integrate the behavior into their practice.

The student who fails to master the competency is rated with a 1 as Insufficient Progress. The student who is beginning to gain an understanding of the competency behaviors receives a 2 or uneven progress. Those that are becoming more consistent in applying behaviors in their work receive a 3 or increased consistency and those that are consistent in their application receive a 4 or competency. For those students that show an exceptional ability they receive a 5 or outstanding. The School expects students to perform at the competency level (4) for each competency by the end of the academic year. As described in AS 4.0 Assessment the Field Evaluation is one of the instruments by which Stony Brook School of Social Welfare measures student competency.

Each evaluation has a section for a description of the tasks and assignments. Included in the evaluation is an overall statement completed by the field instructor about the student's abilities, growth and areas of continued work. The student is expected to contribute to the assessment of his/her learning and to develop objectives for future professional development.

The student completes the page entitled Student's Self-Evaluation of the Field Learning Experience providing them with the opportunity to rate their learning experience at their placement site. They rate their participation in learning, their overall growth through the academic term, and their progress in developing a professional identity.

The School assumes responsibility for final decisions on educational matters. Field faculty assign grades for field education after the evaluations have been received based on a review of the evaluation and discussion with liaison.

In the BSW program Field Education (*HWC 301 - HWC 302)* is graded Satisfactory (S), or Fail (F). A Fail grade in Field Education automatically places a student on probation; they may not advance to the spring semester's *Integrating Seminar* or *Practice* course or continue in field education; and the student is referred to the Academic Standing Committee. A Reserved (R) grade in field education is used where the time requirement has not been met, or where there is serious question regarding a student's performance, or more time is needed before a definitive decision regarding a grade can be made or when an evaluation has not been submitted.

V. BSW Program Requirements and Academic Guidelines

A.   Time Limit for Program Completion

Students must complete all requirements for graduation in a period no longer than five years from the date of their matriculation at the School. This includes periods of suspension and time taken for authorized leaves of absence.

B. Credits

1. Waivers

Professional foundation required courses (Human Behavior and the Social Environment, Research, Social Welfare Policies, and Social Work Practice if taken in conjunction with satisfactorily completed field education) taken as a student at a CSWE accredited BSW program may be waived by the Director of the Undergraduate Program and the Associate Dean for Academic Affairs. The course, with a grade of B or better, must have been taken no more than 4 years prior to matriculation at the School of Social Welfare.

Procedure

A typewritten or legibly printed PETITION FOR WAIVER form (obtained from the SSW Office of Student Services) must be submitted by the student with a transcript, course description(s) and course outline(s) of the courses completed elsewhere being used as the basis for the waivers that are being requested. Additional documentation regarding the course(s) may be requested. Students may be required to take an examination for the course for which they are requesting a waiver. Faculty ruling on the request will evaluate the material submitted and indicate their approval or non-approval, on the Petition form. The Petition form is then submitted to the SSW Office of Student Services. If approved, the student's transcript will indicate that the particular course has been waived and will indicate a Pass grade with 0 credits earned.

Since waivers do not earn credit, the issuance of waivers does not decrease the number of credits the student must complete in order to graduate. In some cases, however, students may also receive transfer credits for waived courses. In order to receive any credit for these courses, (where applicable) students must also initiate and complete the procedure for transfer credit.

2. Transfer Credits

Students are admitted into the BSW in their junior year. Transfer credit for university requirements (not for major credit) are handled by the University Registrar prior to admission to the School. Transfer credit to be applied for major credit is handled by the appropriate School procedure.

Credit for Life Experience

No academic credit is given for life experience or previous work experience.

C. Registration and Maintenance of Matriculation

1. Maintenance of Matriculation

All BSW candidates must register for each academic period unless they have been approved for a leave of absence. Students not registered in course work and/or field education, but not approved for graduation because of incomplete work, must maintain matriculation until they are approved for graduation. They must register for at least the one credit course (HWC 399 Maintenance of Matriculation) during each academic period and must do so according to the regular registration procedure. Credits earned for HWC 399 may not be counted toward the total number of credits required for graduation.

2. Course Load

Students may not register for less than 15 credits or more than 19 credits per semester.

3. Registration Procedures

Students register using SOLAR during a designated registration period. Students are responsible for knowing the requirements for completion of the program and planning their schedules accordingly.

a. **Change of Registration _after_ the Add/Drop Period**

Students may change their registration only by completing the appropriate add/drop forms, including the signature of the instructor(s) of the course(s) added.

No course may be added or dropped after the second week of classes, except by petition procedure, with a form obtained in the SSW Office of Student Services and the payment of a fee per petition.

b. Late Registration

A late registration fee is charged by the University.

E. Grade Point Average (GPA)

A cumulative grade point average of "B" (3.0) or better is required to remain in good standing.

VI. Academic Advisement and Educational Planning

The educational planning process is the primary means by which students formulate their educational goals and professional career planning with the help of an assigned social work faculty advisor. Students are assigned to faculty advisors when they enter the program, and normally, they will have the same advisor for the duration of their enrollment at the School. Students are also assigned a field education faculty liaison each year who acts as a resource to field education planning and field education learning. The choosing of field placements and the assignments of responsibilities in those placements is discussed by students and field liaisons in line with their professional interests and career plans.

Faculty advisors and field liaisons discuss academic progress with students throughout their time in the program. Academic advisement is an essential component of a student's overall experience within the School of Social Welfare. All students are assigned to a member of the

faculty who serve as their faculty advisors throughout their time in the program. Students are encouraged to bring their thoughts and concerns regarding classes, field placement, and other professional or career issues to the attention of your faculty advisor. If a problem or concern develops, they are encouraged to bring it forward in a timely manner. Academic and professional advising in delivered in three ways:

1. Academic Advising- Academic advising refers to the normal on-going discussions between faculty and students regarding the students' educational and professional plans, progress, problems and grievances. Meetings between students and advisors can be initiated by either party and may occur at any time. Advisement meetings provide an opportunity for discussion of students' educational plans and goals and educational performance in the program. These meetings also provide an opportunity for exploration of the existence of student grievances. Academic review does not formally alter a student's academic standing. The results of this review, however, may serve to initiate further action regarding both academic and/or non-academic problems and/or grievances.

Students also have responsibilities to obtain advising on academic and professional issues. The students should:
- ascertain early in the first semester whether their assigned advisor's schedule is compatible with their own. If not, the advisor can be changed.
- provide ongoing current information: address, phone number and schedules, to the SSW Office of Student Services, the advisor, and the Office of Field Education;
- initiate meetings with the advisor during each semester. Students are encouraged to initiate meetings with the advisor at any time that issues, concerns and/or grievances exist for them and to have a minimum of one contact each semester.
- use this opportunity to:
  - consult with their advisor in order to discuss the student's ideas regarding academic and career goals, and to engage in educational planning;
  - receive guidance on selection of courses;
  - obtain and share information about community activities related to the program;
  - discuss any problems and/or grievances.

Occasionally there are circumstances in which a change of advisor is indicated. BSW and MSW students in good academic standing have the option of changing advisors at any time. They must obtain the agreement of the person to whom they wish to be assigned. BSW and MSW students can submit a change of advisor form to the School's Office of Student Services Office. They can access the form on the website at this link:
http://socialwelfare.stonybrookmedicine.edu/system/files/Change_of_Advisor_Request.pdf, or from the office. The form has to be signed by the student, the new advisor, and the original advisor and forwarded to either the Director of the MSW Program or the Director of the BSW Program with copies to the Office of Student Services, former advisor, and new advisor. Students who are not in good academic standing, are in the midst of an academic review process, or are on academic probation, may only change their advisors with approval of the Academic Standing Committee.

2. Field Advising – Field advising is another way that students receive academic and professional advising.

During the spring semester of the junior year, students begin the process of field placement selection for their senior year. The student completes a "Field Education Planning Form" which includes information on the student's interests, goals, and the nature of the student's placement. Once completed, an appointment is scheduled with a member of the field education faculty to further discuss placement opportunities. Field education faculty actively engages second year students in the selection of their placement. Learning needs, strengths, and areas of focus for second year are identified in the meetings between field faculty and the student so that a placement match can be made. Once possible options are identified, field faculty contact the agency and communicate as much information as is needed to secure the best possible match for each student. Students then visit the agency for a pre-placement interview with the field instructor/student coordinator and the suitability is determined.

Each student is also assigned a field liaison who works with the agency, the student, and the field instructor to ensure that the agency is offering appropriate assignments and supervision, that the field instructor is working with the student to make use of their assignments to achieve competency, and the student is using all the opportunities to learn. Often, it is the field liaison who knows the students strengths, challenges, interests, and career goals most intimately. It is the field liaison, often, in discussions around the placement who provides on-going professional advising.

3. Orientation and The Red Bag Series – Orientation and the School's Red Bag Series are additional ways the students get information, register, learn about career options, prepare for licensing etc. The Red Bag Series is a planned and regular but informal seminar that provides the School of Social Welfare undergraduate and graduate students with the skills and resources necessary to thrive at and persist through the SSW curriculum and the University. The Series provides an opportunity for BSW and MSW students to interact with peers, alumni, and University representatives. Through collaborative efforts and shared resources, social work students become acclimated to the campus culture; learn how to navigate their way through the University; increase their advocacy awareness and social justice efforts; utilize support services; learn about career options, and develop the skills needed to persist through to graduation and beyond.

Throughout the academic year, September to May, students attend educational and advisement workshops designed to assist with transitioning into the School and the University, build confidence, and foster a sense of community. Each Red Bag Lunch & Dinner Series is specifically designed to ensure student success.

VII. Attendance, Participation, and Grading

A. Religious Holidays

The University is committed to ensuring that all students have the right to pursue their education while practicing their faith. Students are expected to notify their professor **in advance**, but definitely before the final date of the 'add/drop' period, of their intention to be out for religious

observance. They can discuss with their faculty members how they will be able to secure the work covered. Please read the full university policy on Religious Holidays at:

http://www.stonybrook.edu/registrar/forms/RelHolPol%20081612%20cr.pdf

B. Attendance

Students are expected to attend all classes on time and remain for the entire session; attendance is taken. In the event that students need to miss a class, they are expected to communicate with their instructor regarding the absence. A student who misses more than 3 classes will fail the course. Absence, lateness and/or early departure will reduce a student's grade.

C. Class Participation

Everyone's participation provides a valuable contribution to the learning. The classroom is not just a place for you to receive information; it provides an opportunity for you to learn from your colleagues and for them to learn from you. To achieve this, attendance and participation of all involved is a requirement.

D. Course Evaluation

Your feedback about courses is valued and utilized to inform the academic experience at the university. Course evaluations are done electronically, and the information is anonymized before being provided to the School and University. Combined evaluation results are available to Stony Brook University students and are thus also a resource for students.

Please be sure to complete all course evaluations at the end of each semester so that your feedback may be included.

E. Grading Policies and Procedures

1. Assignment of Grades

The University records final grades in each course, including field education, at the end of each academic period. Grades assigned at the completion of a course are as follows:

Letter Grade	Grade Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67

C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F/IF	0.00

In addition, the following grades may be given:

a. Satisfactory/Fail
A satisfactory/Fail (S/F) grading policy is used in specifically designated courses. This includes Field Education (HWC 301, 302) and Maintenance of Matriculation (HWC 399).

b. Incompletes
"I" (Incomplete) grades are given at the discretion of the instructor when a student is unable to complete all course requirements because of circumstances beyond his/her control.

The following required courses have prerequisites:

Required Course	Prerequisites
HWC 301 Field Education I	HWC 300 and 305
HWC 302 Field Education II	HWC 300, 301, 305 and 306
HWC 306 Practice Processes in Social Work II	HWC 300 and 305
HWC 307 Practice Processes in Social Work III	HWC 300, 301, 302, 304, 305, & 306
HWC 309 Human Behavior and the Social Environment II	HWC 308
HWC 312 Social Welfare and Institutional Oppression	HWC 311
HWC 314 Research in Social Work II	HWC 313
HWC 316 Integrating Seminar II	HWC 315

Field Education, Practice Processes in Social Work, and Integrating Seminar must be taken concurrently. If a student does not satisfactorily complete either any of the HWC 305-306 - Practice Processes in Social Work I-II courses or concurrent Field Education (HWC 301), she/he will be de-registered from the subsequent Practice Processes in Social Work course and Field Education. Seniors will also be de-registered from HWC 315 - Integrating Seminar I.

If the student receives an "I" (Incomplete) in any of the prerequisites for the above courses, all requirements must be completed and a passing grade submitted by the instructor one week prior to the beginning of the semester in which any of the above courses are being taken. Otherwise the student will be deregistered from the course and will not be able to attend.

Students progress into the Senior year following completion of all required courses from their Junior year. Under extraordinary circumstances, an instructor of an elective course, at his or her discretion, may request an extension of the original Incomplete by written notification to the Registrar before the deadline appearing in the academic calendar. Any such extension will

normally be limited to the last day of classes of the semester following that in which the course was taken. An Incomplete may not be made up by auditing a subsequent offering of the course.

If a letter grade is not reported by the extension deadline appearing in the academic calendar, the "I" will automatically be changed to "I/F" and will be utilized in the computation of the grade point average. A final grade appearing in the student's academic record may not be changed after one calendar year from the start of the term in which the grade was incurred. Students are responsible for seeing that their deadlines are met.

c. No Record (NR)

An instructor may assign a temporary "No Record" (NR) on the grade sheet only for students who have never, to the instructor's knowledge, participated in the course in any way. An "NR" report is not to be interpreted as a grade, but only as a temporary indication of the state of affairs which requires prompt resolution, leading either to the removal of the course from the student's transcript, whether it has appeared as a result of an error in recording the registration information submitted by the student, or to assignment of a grade. If a final grade is not reported by the deadline dates appearing in the academic calendar, the grade of "F" will be recorded.

2. Grade Point Average for Certification for Graduation

Students must have a cumulative grade point average (GPA) of B (3.00) to be certified for graduation. For the purpose of determining grade point averages, letter grades have the values shown above.

Grades and courses appearing on the student's academic record at the time of certification for graduation cannot be changed subsequently. Students will be permitted to graduate with the grade "F" or "I/F" on the academic record in exceptional circumstances and only if the Dean of the School grants permission. Even if permission is granted to graduate, the designation of the "F" or "I/F" or "NR" will remain on the transcript.

3. Repeating Courses

With the advisor's approval, and in consultation with the instructor, a student may repeat an elective course in which a grade of "F" was received. In extraordinary cases, the Academic Standing Committee may allow students to repeat a required course. All grades having assigned points and semester hours will be included in the grade point average, but a given course, which has been repeated, may be counted only once in satisfying credit hour requirements

4. Grade Reports

Grades can viewed on SOLAR at the end of each term.

5. Academic Records

The student is responsible for ensuring that all academic records are accurate. Particular attention should be paid to the student's academic record on SOLAR. Missing grades, inaccurate

course or section numbers, and/or inaccurate credit allocations should be followed up immediately with School of Social Welfare personnel. In some cases, students create their own inaccuracies by making errors while registering. In other cases, students fail to officially Add/Drop during the designated period. In any case, students are advised to be continually attentive to the accuracy of their academic records, and to contact their advisors and SSW Office of Student Services as soon as any problem is identified.

VIII. Academic Integrity and Professional Performance

The Stony Brook University School of Social Welfare requires its students to behave in accordance with the Student Conduct Codes of Stony Brook University and the School of Social Welfare, including the School's Technical Standards[1] and Academic Expectations. Students are also expected to embrace the NASW Code of Ethics during the course of their professional education.

Academic and Professional Standards apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community. Students are expected to maintain conduct that is in accordance with these standards of practice, the field education agency, and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards are subject to review and possible disciplinary action by the School of Social Welfare and the University.

The School has set forth professional standards, alcohol, drug and gambling policies, academic dishonesty policies, and social media policies. Finally, we have established policies for grading and performance in Field Education.

A. Stony Brook University Student Conduct Code

The *University Student Conduct Code and Campus Policies* document states:
"Regulations make it possible for people to live together and function in an orderly way, protecting the rights of the community while respecting the rights of each individual. You should be able to carry on your daily business safely, peacefully, and productively while you are here; these rules and regulations have been designed to accomplish that goal. For all students, the Student Conduct Code supports compliance with the state and federal laws related to drugs, alcohol, weapons, discrimination, sexual assault or abuse, and racial, sexual, or sexual preference harassment."

All students of Stony Brook University are expected to know the provisions of and to comply with the *University Student Conduct Code* available as a downloadable document at (http://studentaffairs.stonybrook.edu/ucs/conduct.shtml). Information regarding campus regulations and disciplinary proceedings as well as procedures for filing a complaint, contact the university hearing officer in the Office of University Community Standards Room 347, Administration Building or call (631) 632-6705.

---

[1] Technical Standards refers to the University's requirements for students to function in the program. These are used to determine accommodations for students with disabilities.

B. School of Social Welfare Student Conduct Code

The regulations set forth in this document apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community.

Students are expected to maintain conduct that is in accordance with standards of practice defined by the School of Social Welfare, Stony Brook University, the field education agency and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards will be subject to review and possible disciplinary action by the School of Social Welfare and the University.

I.   Professional Standards
   A.   While enrolled in the School of Social Welfare students shall:

1.   maintain high standards of personal conduct;

2.   not engage in discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other personal characteristic, condition, or status;

3.   treat everyone with whom the student comes in contact with respect, courtesy, and fairness;

4.   act with consideration for the interest, character and reputation of others;

5.   represent accurately and fairly the qualifications, views and findings of colleagues and use appropriate channels to express judgments on these matters;

6.   respect the privacy and right to confidentiality of clients and colleagues;

7.   behave in accordance with agency policies and procedures;

8.   behave in accordance with school and university policies; and

9.   adhere to all school and university procedures.

Professional misconduct includes but is not limited to the following:

No student shall:

1.   assault, threaten, harass, haze or otherwise physically, verbally, psychologically or sexually abuse, demean, ridicule or attempt to intimidate any other person connected with the university, at the field agency or in the conduct of any other activity related to the student's enrollment in the school; this includes but is not limited to bias

related acts of assault or abuse, the dissemination of material (including on social media) that ridicules or demeans individuals or groups and any acts which interfere with the rights of others;

2. participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation;

3. misrepresent professional qualifications, education, experience, or affiliations;

4. exploit professional relationships for personal gain;

5. exploit relationships with clients for personal advantage;

6. engage in personal and/or sexual activities with clients including on social media;
7. conceal information or activities that affect the safety and well-being of clients;

8. carry a weapon on university, school or agency premises;

9. misrepresent his/her role as a student to an institution, client or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations;

10. be habitually absent or late to assigned agency, habitually leave early or fail to notify the agency of intended absence;

11. engage in commercial activities/solicitation without clearance from the person(s) or body(ies) duly authorized by the President of the University or Field Agency Director to review such activities;

12. practice and/or participate in any school academic or non-academic activity while under the influence of alcohol or drugs or mental disability not appropriately controlled;

13. delegate his/her duties to an unauthorized person;

14. falsify client or institutional records; and

15. fail to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.

II. Alcohol/Drug and Gambling Policy

1. The consumption of alcohol or possession of an open container of alcohol is prohibited in campus public areas.

2. No student is permitted to sell, possess or use substances defined by New York State and/or Federal Law as illegal or controlled, on University grounds, in the field agency or while engaged in activities related to his/her enrollment in the program.
3. No student is permitted to attend class or field or engage in any activity related to the student's enrollment in the program while under the influence of alcohol or drugs.
4. No student will possess and/or introduce to the campus, and/or the field agency, or while engaged in any activity related to his/her enrollment in the program any drug paraphernalia including, but not limited to: bongs, water pipes, roach clips or hypodermic needles (not established to be specifically for the administration of prescribed medications).
5. No student shall gamble for money or other valuables on University or field agency property or in any University facility.

III. Academic Dishonesty

Academic dishonesty includes but is not limited to:

A. cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from other students;

B. submission of similar papers or projects in more than one course without permission of the instructors;

C. collusion: two or more students helping each other on an examination or assignment, unless specifically permitted by the instructors;

D. use of substitutes, sitting in for another student at an examination, or permitting someone else to sit in for oneself;

E. plagiarism: submission of another's work as one's own original work without proper acknowledgement of the source;

F. falsifying documents or records related to credit, grades, change of status forms (e.g. adds and drops), and other academic matters;

G. altering an examination or a paper after it has been graded, for the purpose of fraudulently requesting a revision of the grade;

H. use of unauthorized materials for an exam or project (e.g. use of calculators or notes on an examination where they have been prohibited); and

I. theft, concealment, destruction, or inappropriate modification of classroom or other instructional material; e.g., posted exams, library materials, laboratory supplies, computer programs and outputs.

IV. Social Media Policy

When enrolled in the School and placed in a human service organization the student will come into contact with many individuals who utilize social media for

various reasons. Students must be aware of the ways that people can get information about them, connect with them and learn about their family and friends. It is important to look at social media not only from a personal perspective but from a professional one. The professional image extends beyond the physical setting of the field agency. Clients and staff of the agency will be able to view students as they present themselves through social media. Students should be guided by social work values and ethics and this responsibility extends to the virtual world and technological world.

Students are advised to follow the following guidelines in use of social media:

1.   Socializing with peers in a social setting may result in pictures and references taken   within the context of a relaxed and friendly atmosphere that are posted by a friend who has not set his or her profile to private.

2.   Identity relevant information that can be easily disseminated through social network sites and then shared with large and unknown numbers people and groups – including clients, employees (current or future) colleagues and professional peers.

3.   Sharing content and statements on-line may fall into the category of unprofessional   behavior and can reflect poorly on the student, affiliated institutions, and the   profession, as well as damaging client relationships.

4.   As social work students you should follow the NASW Code of Ethics. The Code responds to some of the issues we face as we use social media.

- Section 1.06 "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." *This may apply to "friending" or accepting friend requests;*

- Section 1.07(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. " *This may apply to conducting online searches about clients;*

- Section 107(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." *Make sure there is confidentiality at both the sender and receiver end;*

- Section 4.06(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." *Clearly separate your identity as an individual from your identity as professional, or in connection with your placement agency, as appropriate when commenting/posting on blogs, social media sites. Protect relevant personal information that can be shared with others.*

C. School of Social Welfare Technical Standards

Technical Standards are non-academic standards to which each student must adhere to successfully complete the program. The standards were developed collaboratively by the School of Social Welfare and the Office of Disability Support Services at SBU. They include behavioral, professional and intellectual standards. Technical standards must be met with or without accommodations.

Stony Brook University's School of Social Welfare is committed to a program of excellence. Students in our program are expected to possess and demonstrate certain attributes, abilities and behaviors necessary for success in our program. Students are expected to meet these standards both in the classroom and in their field placements with or without reasonable accommodation for disability. Stony Brook University (SBU) complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All applicants and students are held to the same technical and academic standards of admissions and training. If a prospective student who is otherwise qualified requires a reasonable accommodation, they should contact Disability Support Services at SBU.

Communication Skills – Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations. Students must be able to express themselves at a professional level by demonstrating their ability to express their ideas and thoughts clearly and concisely utilizing language appropriately. Students must have the ability to comprehend English so they are able to understand and integrate the content presented in the program. In a field placement students must be able to record information accurately and clearly, communicate effectively and sensitively. Students must also be able to communicate effectively with other members of a treatment team and provide accurate information in internship settings.

Acceptance of Diversity – Students must demonstrate that they accept all people regardless of race, culture, gender, socio-economic status, national origin, age, abilities, sexual orientation, religion, and value systems. Students must respect differences and must demonstrate empathy showing a willingness to understand other's values, ways of life, and worldviews.

Self-Awareness – Students must demonstrate a willingness to engage in reflective thinking. The student must be able to reflect on their own life experiences and how these affect their work with clients, communities and organizations. Students must be willing and able to change behaviors that interfere with their practice.

Cognitive Skills – Students must demonstrate long and short-term memory, integration of theoretical frameworks and classroom knowledge with social work practice, conceptual analysis, deductive and inductive reasoning, and problem solving skills.

Integrity – The School of Social Welfare adopts the University's Code of Conduct, The School of Social Welfare's Student Conduct Code and the NASW Code of Ethics as the standards for

the School of Social Welfare. Students must adhere to each of these codes while in the classroom and in field internships.

Professional Behavior - Students must behave in a manner that is consistent with the ethics of the social work profession. Students must be punctual, dependable, follow appropriate dress code and be willing and able to receive supervision and constructive criticism. Professional behavior also assumes that students do not have personal issues that impede performance either in the classroom, in field placement or other collegial settings. Students, who are actively impaired psychologically, emotionally, mentally and/or have distorted thought processes and/or are actively abusing illegal or legal substances, cannot fully participate in class or in a field education placement.

Interpersonal Skills – Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These skills include but are not limited to compassion, altruism, integrity, honesty, and respect for others.

Motor Abilities – Students must have sufficient motor abilities to attend class and field placement with or without technical accommodation.

Sensory Abilities – Student must have the ability through his/her senses to participate in classes and field placements. Students must acquire, integrate and apply data through use of their senses with or without technical accommodation.

D. School of Social Welfare Academic Expectations

The School of Social Welfare sets guidelines for the creation of a community of learning based upon a culture of collaboration and respect that honors rights, safety, and the dignity and worth of each person. In addition, as part of an academic institution, and in preparation for professional practice, the School of Social Welfare holds the following expectations.

- Members of Faculty facilitate your learning. The School of Social Welfare seeks to prepare students for high standards of professional practice. Assistance is available to any student who is seeking to improve their professional skills – either written or verbal. Those seeking help with professional writing and those who wish to improve their writing proficiency may obtain assistance from a variety of resources that are listed below.

- Class discussion and interaction are an integral part of your education. Students are required to attend all classes on time and remain for the full session. This expectation relates to our belief that everyone's participation provides a valuable contribution to the learning. The classroom is not just a place for you to receive information; it provides an opportunity for you to learn from your colleagues and for them to learn from you. To achieve this, attendance and participation of all involved is a requirement.

- As participation in class discussions is strongly encouraged, doing the required and supplementary readings for mastering the course material and being prepared for class

discussion is required. In support of these aims, the use of technology supports such as laptop computers and audio-recorders are at the permission of the individual professor. Cell phone use during class time, unless for emergencies, is prohibited. Likewise, texting, except for emergencies, is also prohibited.

- Each student is expected to pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty members are required to report any suspected instances of academic dishonesty and to follow school-specific procedures.

  Plagiarism is defined as representing another's words as your own or falsification of credit for submitted work. Any specific questions such as co-authorship, etc. must be discussed with the faculty member(s) involved. In general, it is not permissible to use papers written for one class to be used again for another, but components may be built upon and reformulated as appropriate. This must be discussed with the professors involved. Stony Brook University provides useful and comprehensive information on academic integrity, including categories of academic dishonesty at the following link http://www.stonybrook.edu/uaa/academicjudiciary/.

  Blackboard contains SafeAssign for faculty and students to compare submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. In order to receive a grade, students must use SafeAssign to submit all written papers. Students must familiarize themselves with this useful tool.

  Students are also strongly encouraged to utilize Purdue University's reference guide regarding issues related to plagiarism. This information can be accessed at the following site: http://owl.english.purdue.edu/owl/resource/589/01/. Another source that discusses how to avoid plagiarism is: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

  Language often expresses institutional racism, sexism, etc. Sensitizing ourselves and becoming consciously aware of these expressions is important in achieving the goal of eliminating these. Therefore, as part of your professional preparation, we ask that you use verbal and written language that is non-racist, non-sexist, etc. Several examples of what is meant by inappropriate language may help to make the expectation more explicit:
  - comments are made that express racial, sexual, class, heterosexual and other stereotypes;
  - written work uses masculine pronouns when reference to both males and females is intended; (see Practical Guide to Non-Sexist Language http://socialwelfare.stonybrookmedicine.edu/system/files/Guide to Non-sexist Language.pdf);
  - terms are used that put people in one-down position, e.g., when terms like "girl" or boy" are used in reference to adults or young adults.

- Papers and other written work should conform to college standards of written English and paper assignments should be typed unless otherwise specified by your professor/s. There

are many resources available to help you ensure that your papers are grammatically correct and properly formatted.

- The Stony Brook Writing Center, 2009 Humanities Building, offers advice and support to all students. Contact information: (631) 632-7405.
- A list of courses is available at: http://www.stonybrook.edu/commcms/writrhet/course_listing/description.html
- Students are also referred to Purdue University's Online Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/.
- An online tutorial is available at: http://apastyle.org/learn/tutorials/basics-tutorial.aspx

Use the spell check capability of your word processors and refer to dictionaries for spelling, manuals of style for footnotes, bibliographies, etc.

For citations, the School requires that students adhere to APA (The American Psychological Association) format. This is available at http://apastyle.org and also on the Purdue University On Line Writing Lab. Please refer to the following web site for information regarding this format: http://owl.english.purdue.edu/owl/resource/560/01/

- The Health Sciences Library offers useful information and tutorials. For example, resources exist on how to use EndNote, a program for references and citations (http://guides.library.stonybrook.edu/content.php?pid=207141&sid=1727723).   This software and other resources are available free of charge to students via SOLAR. These resources can be accessed at: http://it.cc.stonybrook.edu/student_guide

- In addition, the Health Sciences Library has a special site that provides important professional links related to social work. Follow the prompts at http://sunysb.libguides.com/social-welfare

- The School expects its constituents to demonstrate commitment to all the social work values that place high value on the worth and dignity of all people.

- We assume that everyone is always trying to do their best and that we all are striving to improve our understanding of each other's world views. This means that we expect our classrooms to create safe places for open discussion through our demonstration of respect for each other as we broach difficult and complex topics and issues.

E. NASW Code of Ethics and Standards of Practice

The National Association for Social Workers (NASW) is the national professional organization for social workers in the United States. 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, which 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. You are expected to familiarize yourself with and adhere to the Code of Ethics. The Code may be downloaded from http://www.socialworkers.org/pubs/code/default.asp.

We encourage you to review the NASW Practice Standards for a range of topics: http://www.helpstartshere.org/about/nasw-practice-standards.html. For example, students' attention is drawn to the NASW Standards on Cultural Competence http://www.socialworkers.org/practice/standards/NASWCultural StandardsIndicators2006.pdf.

In an increasingly international environment, it is important to view our profession from these global perspectives. Two central documents are the Universal Declaration of Human Rights (http://www.un.org/en/documents/udhr/index.shtml) and the Code of Ethics of the International Federation of Social Workers (http://ifsw.org/policies/statement-of-ethical-principles/). Both of these documents provide insights into the call for our profession to act on issues of social justice, human rights and social development.

F. Stony Brook University Sexual Harassment Policy Statement

Stony Brook University is committed to creating and maintaining workplace, educational, and recreational environments that are safe and accessible, and free of all forms of discrimination on the basis of sex, gender and/or gender identity – which includes: discriminatory harassment and sexual harassment, non-consensual sexual contact, sexual violence/assault, domestic violence, dating violence, and stalking. Such behavior is prohibited and violates Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and New York State Law. This policy applies to all University students and employees, regardless of sexual orientation, gender and/or gender identity or expression, as well as individuals outside the University Community, including but not limited to, guests, visitors, vendors, and volunteers.

For information related to this policy, please contact:

Office of Institutional Diversity and Equity (OIDE)
Room 201, Administration Building
(631) 632-6280
OIDE@stonybrook.edu

Title IX Coordinator
Marjolie Leonard
(631) 632-6280
TitleIX@stonybrook.edu

Website: https://www.stonybrook.edu/policy/policies.shtml?ID=106

G. School of Social Welfare Policy Statement Concerning Heterosexism and Homophobia

The Mission of the School of Social Welfare is grounded in the basic principle of the absolute dignity and equality of all persons. Therefore, consistent with the Council on Social Work Education Educational Policy and Accreditation Standards and the National Association of Social Workers Policy on Lesbian, Gay, Bisexual and Transgender Issues, the School of Social Welfare believes that heterosexism and homophobia are anti-ethical to the profession of social work.

The Council on Social Work Education requires that social work educators prepare students to understand and value human diversity. It is essential for social workers to have an understanding of the dynamics and consequences of social and economic injustice including all forms of human oppression and discrimination.

The School of Social Welfare provides students the opportunity to develop the knowledge, values and skills to promote social change to implement a wide range of interventions that further the achievement of individual and collective social and economic justice.

Given the School's Mission and the requirements of the Council on Social Work Education, the curriculum must present theoretical and practice content about patterns, dynamics, impact and consequences of discrimination, economic deprivation and oppression of lesbian, gay, bisexual and transgender students must be acknowledged.

Students must demonstrate in their conduct and activities the integration of the principles elucidated above. Failure to abide by these principles will be considered grounds for disciplinary action.

H. Bias and Hate Crimes or Bias-Related Incidents

It is a Stony Brook University Police mandate to protect all members of our community by preventing and persecuting bias or hate crimes that occur within the campus's jurisdiction. The University is also committed to addressing bias-related activities that do not rise to the level of a crime. These activities, referred to as bias incidents, and defined by the University as acts of bigotry, harassment, or intimidation directed at a member or group with the University community based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, military (new status/protected class) veteran status, color, creed, or marital status, may be addressed through the State University's Discrimination Complaint Procedure or the campus conduct code. http://www.stonybrook.edu/diversity/services/investigation/state.html

IX. Academic Standing, Student Conduct, and Grievances

This section of the document sets forth the policies and procedures of the School of Social Welfare/HSC/Stony Brook University, with respect to the academic standing of students, of students' compliance with the Student Conduct Codes, and the student grievance and appeals procedures. It is understood that the general philosophy underlying these policies and procedures is not one of instituting punitive measures or attempting to constrain the activities of students that are appropriate to and consistent with the School's educational philosophy, mission, policies, and goals. Rather, they are intended to enhance the degree to which the School can be

responsive to individual situations as early as possible in order to avoid the development of serious problems, and address student grievances in a timely fashion. It is also recognized that the School has the responsibility to make decisions regarding the ability of students to perform in accordance with accepted academic and professional standards, and as such, has the responsibility and the right to review and act in accordance with the School, Health Sciences Center, and University policies on student conduct and academic standing issues.

These policies are intended to clarify and facilitate the School's ability to:

- identify individual conduct and academic situations which require attention;
- provide review of such situations;
- develop whatever action is necessary to remedy such situations;
- take appropriate administrative action; and
- provide a procedure for dealing with student grievances.

A. Student Status

Student academic status encompasses the following:

1. Good Standing. Students must maintain a cumulative grade point average (GPA) of B (3.00) to remain in good standing.

2. Loss of Good Standing. Students whose cumulative grade point average (GPA) falls below B (3.00) at the end of any one semester will automatically be placed on academic probation for the following semester and be reviewed by the Academic Standing Committee. All students in this situation must contact their academic advisor. If the grade point average does not reach a B (3.00) by the end of the probationary period the matter will be considered by the Academic Standing Committee for further action.

Students who receive an F in field education (HWC 301, 302) or the Practice Processes in Social Work courses (HWC 305-307) for any one semester will automatically be placed on probation and the matter will be referred to the Academic Standing Committee. All students in this situation must contact their academic advisor.

3. Probation, Suspension, Withdrawal, Unauthorized Withdrawal, Termination.

Probation
Students may be placed on probation in accordance with the policies and procedures set forth in this document. Probation means that the student is no longer in good standing. A student on probation must meet formally stated requirements in a specified time period in order to be reinstated to good standing. A student who does not meet such requirements may: (a) have the probationary requirements extended; (b) may be offered the option of voluntarily withdrawing from the program; (c) be suspended; or (d) terminated from the program. In cases of withdrawal, students who wish to reenter the program must reapply through the regular admissions process.

Suspension

Suspension refers to formal action in which a student loses all rights and privileges to participate in the academic program as of the date of such suspension. Students who are suspended may not register for any subsequent academic period until such suspension is lifted. The usual period of suspension is for one academic year and may be shortened or extended. Periods of suspension count towards the five-year period within which the degree requirements must be completed.

Withdrawal

Students may apply for voluntary withdrawal from the program. Students who withdraw lose all rights and privileges to participate in activities of the School and may not register for any subsequent academic period unless readmitted through the regular admissions process.

Procedure

Withdrawal from the School, for any reason, will be recorded only when written notification of the withdrawal is submitted by the student and is received by the Office of Student Services of the Health Sciences Center from the School of Social Welfare's Office of Student Services. The date stated on the official withdrawal form and not the date of the last class attendance is considered the official date of withdrawal. Non-attendance or notification to instructors does not constitute official withdrawal.

Unauthorized Withdrawal

Students who do not return at the start of a semester without following official withdrawal procedure are considered to have taken an unauthorized withdrawal from the program. They will be terminated from the program. Students who leave school during a semester without following official withdrawal procedure are considered to have taken an unauthorized withdrawal from the program. They will be terminated from the program and will be reported as having failed all courses for which they were registered.

Termination

Students may be terminated from the program by action of the Dean. Such students lose all rights and privileges to participate in the activities of the School and may not register for any subsequent period.

4. Leaves of Absence. Students may be granted a leave of absence for a period of time up to one year. If the leave of absence is granted beginning in the Spring semester it may be granted for up to three consecutive semesters, after which the student must register in order to remain in good standing. Students should be aware that the integrity of the educational experience would be paramount in decisions regarding leaves of absence and conditions for return. All leaves of absence time counts toward the five-year period within which the degree requirements must be completed.

Return to the program will require careful planning with both the academic advisor and the Field Education Office due to the sequencing of courses and field placement requirements. Please note that the School cannot guarantee a one- semester field placement.

Procedure

Leaves of Absence are granted by the Dean or Assistant Dean for Academic Services. Students must submit a written request for a Leave of Absence stating the reasons, to their faculty advisor, with a copy to the School of Social Welfare's Office of Student Services. The advisor will ascertain the student's academic standing in class and field, after which the advisor's written recommendation will be forwarded to the Assistant Dean for Academic Services.

Students planning to return after an approved leave of absence need to plan with their faculty and field education advisors during the semester prior to their return, and must follow registration and field planning dates.

Students must register for the semester immediately following the end of their approved leave or they will be considered to have taken an unauthorized withdrawal from the program.

B.   Conditions Under Which Academic Standing, Student Conduct and/or Grievance Action May Be Initiated

The School's Academic Standing Committee is responsible for reviewing and evaluating performance standards for Undergraduate and Graduate Students. These include academic standing, professional conduct, and performance in field education.

The Committee serves as an advisory entity to the Dean and is responsible for reviewing and evaluating situations of undergraduate and graduate students in which a student's academic standing and continued matriculation may be at risk. The Academic Standing Committee also considers student grievances. The responsibility of the Academic Standing Committee is to engage in a systematic and thorough process of inquiry to gather relevant information regarding the situation, meet with the student to discuss the situation (whenever possible), and provide a summary and recommendation regarding the reviewed situation.

Consideration of a student's academic standing, student conduct and/or grievance may be initiated by the student or a faculty member when: 1) a student believes that she/he has a grievance in relation to his/her status as a member of the school/and or university; 2) conditionally admitted students do not fulfill the conditions for admission; 3) the student does not maintain a satisfactory grade point average; 4) the student is experiencing difficulty in meeting standards in course work or in field work; 5) the student is having difficulties in, and 6) there is a question of the student having violated the Academic Integrity or Professional Standards policies.

C. Procedures

Academic standing procedures are as follows:

1. Review of Grade Point Average

At the end of each semester, each student's grade point average is reviewed. Any student whose record indicates they are not meeting GPA requirements in course work and field education will automatically be placed on probation. A letter will be sent to the student to inform him/her, with copies to the advisor and SSW Office of Student Services file. The advisor may discuss the student's probationary status with other faculty.

2. Academic Assessment Meeting

If the student is in danger of not meeting conditions to remain in good standing or graduate, an academic assessment meeting is held. This meeting can be convened at the request of one or more faculty members; at the request of the student; or at the request of the Office of Field Education. This conference may be initiated to discuss: (1) issues regarding the student's educational plans and performance in the program; (2) issues of student conduct; (3) grievances related to the student's academic or non-academic experiences which the student believes have not been satisfactorily resolved. Typically, such a meeting would be convened to devise a plan to address the problem. A report of the meeting will be prepared by one of the faculty members who participated in the meeting and distributed to all the participants. In this report the outcomes and timetables that have been developed to deal with the identified problem will be specified. A copy of this report is placed in the Office of Student Services file. Possible outcomes of this academic assessment meeting may be: 1) a satisfactory resolution of the problem or grievance; 2) development of a plan to address the problems/grievances; or 3) referral of the matter to the Associate Dean for Academic Affairs to request that the matter be reviewed by the Academic Standing Committee. Students may also appeal the recommendation of the Academic Assessment meeting to the Academic Standing Committee. If the matter is referred to the Academic Standing Committee, a copy of the report is sent to the Chairperson who presents the matter to the Committee.

3. Filing a Grievance.
Should a student decide to initiate formal grievance, he/she must file a written complaint addressed to the student's advisor with a copy to the Chairperson of the Academic Standing Committee.

4. Review by the Academic Standing Committee

The Academic Standing Committee is chaired by the Assistant Dean for Academic Services, and includes three faculty members, (at least one whom is a member of the BSW faculty and one whom is a member of the MSW faculty) appointed by the Dean, in consultation with the program chairs; and the Director of Field Education or her designee. The Director of Student Services serves ex-officio.

When a student is not in Good Standing or is alleged to have violated an Academic Integrity and Professional Standard, the first step requires that the student consult with the faculty advisor, or field liaison, whichever is relevant, in an academic assessment meeting. If the issues cannot be resolved at that level of discussion, or in cases of alleged violations of academic integrity or

professional performance, the Academic Standing Committee is convened. The faculty advisor, student, and other involved persons are invited to attend the meeting. The student receives written notification of the meeting date and time, has the right to attend the meeting to present pertinent information and participate in the discussion, and may have student representatives present at the meeting.

Following discussion of the issues by the participants at the meeting, the student, faculty advisor, and any parties withdraw and the committee meets in executive session to deliberate. The Committee may make any of the following recommendations to the Dean: 1) no further action is required; 2) a plan for measures to be taken to improve the student's performance or to resolve the grievance; 3) the student be placed on probation, be suspended or terminated from the School; or 4) an exception is made to permit the student to repeat courses or continue to attend classes and or field education.

After the Committee formulates a recommendation, the student and faculty advisor return to the meeting to hear the Committee's recommendations. The Assistant Dean for Academic Affairs sends the written synopsis of the Academic Standing Committee to the student, the Dean, and copies of both go in the student's file.

Students may appeal the recommendation of the Academic Standing Committee in writing to the Dean within 10 business days. Appeals must be based on a) new evidence that has come to light since the meeting, or b) a violation of procedure. The Dean reviews the appeal, and sends a written determination to the student within 10 business days of receiving the appeal.

It shall be understood that this procedure is an internal School and/or agency matter and not legal proceeding. No participant shall be entitled to other advocates and/or legal representation.

XI. Student Services

A. Class Schedule and School Community Time

Courses are offered Monday – Saturday and each class lasts three hours.

School Community Time for BSW students are between the hours of 4:00 p.m. and 6:00 p.m. Students may use this timeframe to participate in student and University activities, attend workshops and seminars, and/or meet with faculty and fellow students.

B. Graduation

In addition to the University-wide commencement ceremony, the School of Social Welfare plans and conducts a convocation ceremony for its students.

Every student planning to graduate must apply by the published deadlines for graduation, in the semester in which he/she expects to complete all graduation requirements. (Students must apply for graduation via the Solar System.) The deadline for application is usually the third week of the semester in which the student expects to graduate. Under no circumstances will students be

eligible to receive the degree in a particular semester if the application has not been completed on time. Failure to file the form on time may prevent graduation in the semester desired.

Records must be accurate and up to date for graduation. Grades and courses appearing on the student's academic record at the time of certification for the degree cannot be changed subsequently. No student will be permitted to graduate with a "F", "I/F", or "NR" in the undergraduate social work program on the academic record, except in exceptional circumstances and if permission is granted by the Dean of the School. Even if permission is granted to graduate, the designation of the "F, I/F, or NR" will remain on the transcript.

C. Post-Graduation Planning

The Undergraduate Program provides guidance in several ways for post-graduation planning in several ways. Through the advisement process, students are encouraged to address the issue of post-graduation planning in the Junior year.

The School is committed to assisting students to achieve their goals. Position announcements and vacancies relevant to social work are posted outside of the Field Education Office. The services of the University's Career Development Office, located in the Melville Library, are also available to students, including the maintenance of a professional credentials folder.

Graduates of the Undergraduate Program who apply to the Graduate Program of the School of Social Welfare at Stony Brook are considered by the same criteria as other individuals applying to that program. Students may apply for either the Advanced Standing and/or the full-time or modified full-time options.

D. University and School Websites

We encourage you to explore the University's and School's websites. The Stony Brook University website (www.stonybrook.edu) contains a tremendous amount of information about Academics; Facts and Resources; Health and Safety; Leisure; Living, Dining, Working; Policies and Procedures; and Transportation and Parking.

Information regarding safety on campus can be found at:
http://www.stonybrook.edu/sb/safety.shtml.

The School of Social Welfare website (http://socialwelfare.stonybrookmedicine.edu/) provides information about the school and school policies, as well as links to forms, handbooks, calendars, deadlines, program services, and other resources

E. SOLAR

The SOLAR System is the University's self-service system that gives faculty, staff, and students online access to manage personal information. Students use SOLAR to register for classes, print

schedules, view and pay bills, update personal information, etc. More information about SOLAR can be found at http://it.stonybrook.edu/services/solar.

F. Student Contact Information

It is your responsibility to keep your contact and personal information current on the University's SOLAR system. In addition, please inform the School of Social Welfare's Office of Student Services if your contact information changes.

G. Emergency Contact Information

The SOLAR system provides a place for you to enter information about a contact person and phone number in case of emergency. Please be sure to complete this section on SOLAR; it is important information.

H. Email

The primary campus email address (@stonybrook.edu or @stonybrookmedicine.edu) is the address to which the University sends official email notifications and will become the 'preferred' email address in SOLAR for all enrolled students. Members of the community will no longer have the ability to designate a separate 'preferred' email address in SOLAR while they are actively enrolled or employed at the University. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (http://www.stonybrook.edu/mycloud) but you may verify your official Electronic Post Office (EPO) address at: http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo

If you choose to forward your official University email to another off campus account, instructors are not responsible for any undeliverable messages to your alternative personal accounts. You can set up email forwarding using these DoIT-provided instructions found at:

http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail

If you need technical assistance, please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu

I. Blackboard

Blackboard is Stony Brook University's learning management system that supplements face-to-face classes, and provides a platform for online classes. Blackboard offers an easy way to contact your instructors, download and access course documents, and check your grades. For more information about Blackboard, go to http://it.stonybrook.edu/services/blackboard/BB-basics. Email and especially email sent via Blackboard (http://blackboard.stonybrook.edu) is one of the ways the instructors officially communicate with you for your course.

J. Office of Disability Support Services

The Office of Disability Support Services aims to promote a campus environment that meets the needs of students and employees with disabilities. The office's website provides guidance, information, and forms (http://studentaffairs.stonybrook.edu/dss/). We encourage you to visit the website and familiarize yourself with the available services.

In accordance with the requirements of Section 503 of the Rehabilitation Act of 1973 and its own policies and programs of equal opportunity and non-discrimination, Stony Brook University adopts this Affirmative Action plan for the education of qualified handicapped people. A qualified handicapped individual is defined in the Rehabilitation Act of 1973 as "any such person who has a physical or mental impairment that substantially limits one or more of such person's major life activities, has a record of such impairment or is regarded as having such impairment." The student who is otherwise qualified may not be denied access to the University or any program or courses within the University on the basis of handicap. The Office of Disability Support Services provides support services for disabled students and issues temporary handicapped parking permits (limit 2 months) to all qualified students.[*] The Office of Special Assistant to the President for Equal Opportunity/Affirmative Action works in close cooperation with the Office of Disability Support Services in serving the needs of the students.

If a student has any condition, such as a physical or mental disability, which makes it difficult to carry out the work as outlined in a course or which will require extra time on examinations or other assignments, the student should notify the instructor preferably in the first two weeks of the course, so that appropriate arrangements may be made. If the disability is not readily identifiable—e.g., a learning disability, it is appropriate for a faculty member to contact the Office of Disability Support Services to see if the student is registered with them, and if not, ask that s/he do so. Faculty may not ask to see the student's medical records or the results of psychological testing of the student, but the ODSS will verify that the student does indeed have the claimed disability and will advise faculty on reasonable accommodations.

The Office of Disability Support Services is located in Room 128 of the Educational Communications Center, (631) 632-6748.

K. Student and Alumni Organizations

During orientation, classes, Advocacy Day, and in the Red Bag series, the School of Social Welfare encourages students to organize groups or caucuses that focus on areas of special interest and advocacy. Social Welfare students can form a group or caucus with a minimum of two people.

All social work students can attend meetings. In accordance with NASW Code of Ethics, the SSW groups do not discriminate against a person on the basis of gender, age, race/ethnicity, sexual preference, religious belief, national origin, marital status, political belief, physical or mental illness or handicap, or any other preference or personal characteristic, condition or status.

---

[*] Handicapped parking permits for periods longer than 2 months need to be obtained through the Town of the student's residence.

Current Student Organizations within the School of Social Welfare:

Undergraduate Social Welfare Alliance (USWA)

The Undergraduate Social Welfare Alliance (USWA) is a University-recognized student-led club that aims to enhance SBU students' educational and co-curricular experience through activities that focus on issues of social and economic justice. The mission of USWA includes providing the campus and broader communities with education, service, and advocacy about issues specifically related to social and economic justice and injustice. Activities include professional conferences and meetings, workshops, seminars and community service-learning projects and events. While open to all SB university students, School of Social Welfare undergraduate students have the opportunity to augment their professional growth and development and gain leadership experience and skills by developing and participating in USWA's events and activities. USWA constitution indicates BSW students, representative of both the junior and senior classes, fill the club's E-Board positions, with elections taking place in September each year.

The Director of the Undergraduate Program serves as advisor to the USWA and facilitates communication between the USWA, the faculty and administration of the School.

Graduate Student Government (GSG)

The Graduate Student Government (GSG) is responsible for developing and disseminating information to promote awareness of School and professional issues. The GSG exists to improve educational opportunities within the University. The GSG sponsors and co-sponsors, and/or facilitate activities that promote communication and understanding of ideological and practical issues as they relate to the Field of Social Work.

Phi Alpha Honor Society

Established in 1962, **Phi Alpha Honor Society** for Social Work is the profession's internationally recognized honor society, which fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Inductees to Phi Alpha, which means "love of humanity," have demonstrated a commitment to the standards, ethics, and goals of the social work profession and are dedicated to the idea of service to humanity. Stony Brook University School of Social Welfare's chapter, *Phi Theta*, is proud to recognize excellence in academics, community service, and leadership.

L. School of Social Welfare Organizations

The School encourages students to organize clubs focused on areas of special interest or advocacy. Examples of organizations that have existed at the school are:

1. The Stony Brook Chapter of the Association of Black Social Workers.

Officers
President; Vice President; Corresponding Secretary; Recording Secretary; Treasurer; Parliamentarian; President—Undergraduate: to be elected.

Purpose
To provide a structure and forum through which social workers and workers in related fields of social service can exchange ideas, offer services, and develop programs in the interest of the Black community and the community at large.

To work in cooperation with, or to support, develop, or sponsor community welfare projects that will serve the interest of the Black community at large.

To advocate for and engage in activities of social planning and social action which will work to serve the social welfare interest of individuals, agencies, and groups in or serving the Black community.

To examine, develop, and support work programs and work in cooperation with, or to support, develop, or sponsor community-based programs of direct service or assistance to individuals in the Black community.

ABSW Code of Ethics
In America today, no Black person except the selfish or irrational, can claim neutrality in the quests for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle in the field of social welfare, we set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I regard as my primary obligation, the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.

I give precedence to this mission over my personal interest. I adopt the concept of Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.

I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organization engaged in social welfare activities.

2. The Lesbian, Gay, Bisexual, Transgender, Queer Social Worker Caucus. The Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Social Worker Caucus is an association of Graduates, Undergraduates and Faculty at the School of Social Welfare that seeks to fulfill the Mission of the School in identifying ways to foster progressive social change for all Lesbian, Gay, Bisexual and Transgender individuals. We have joined together to promote the interests of LGBTQ people in the achievement of full equality and social justice in society, in the profession of social work and the School of Social Welfare.

Toward that end, we are committed to the following:
- increasing LGBTQ visibility;
- broadening the educational experience at the School of Social Welfare to include the experience of LGBTQ people in society;
- to engage in advocacy efforts to ensure that information, literature and research regarding LGBTQ individuals, that is available through the University and the School, be adequate, updated and state of the art;
- to add to the body of research regarding the breadth and diversity of LGBTQ reality as a way to counteract the frequently negative portrayal of our lives;
- to act as a resource for information and advocacy in response to acts of bias related violence, and discrimination experienced by LGBTQ people;
- to support efforts to document all acts of bias related violence, and discrimination rooted in heterosexism and homophobia;
- to build a sense of community among LGBTQ people by providing a context for LGBTQ people to come together to socialize and network;
- to struggle together toward finding ways to combat the sense of alienation and isolation that so often results from the heterosexist nature of society.

M. University Student Organizations

Although the above organizations are housed in the School of Social Welfare, Stony Brook University (SBU) has over 425 recognized student clubs and organizations available for student involvement. Information about these clubs and organizations can be accessed at: http://studentaffairs.stonybrook.edu/sac/clubs_orgs/clubsandorganizations.shtml

We recommend that undergraduate students register in SB Life to fully participate in the University offerings.

N. Health Sciences Association
The Health Sciences Association (HSA) is a formal component of Stony Brook University Undergraduate Government, and serves as the representative body for undergraduate students enrolled in the Health Sciences Schools. Through this formalized structure, students are afforded the opportunity to have input into the establishment of policies and procedures. School of Social Welfare undergraduate students have the opportunity to gain leadership experience and skills through service as their Class Representative. Elections for the academic year term take place in September each year.

The Director of the Health Sciences Office of Student Services serves as advisor to HSSA and communication between HSSA and the School of Social Welfare is facilitated through the School's Office of Student Services.

O. Alumni Association

The Alumni Association for the School of Social Welfare is located with the Stony Brook University Alumni Office. We encourage you to join the Alumni Association upon graduation from the program. Further information is available at http://alumniandfriends.stonybrook.edu/

XII. Governance of the School of Social Welfare

The rights and responsibilities of students to participate in formulating and modifying policies affecting academic and student affairs are affirmed in the School's by-laws and in our Faculty Guidelines. The Faculty Guidelines state,

> Students, faculty, and administrators have complementary interests, responsibilities, and roles. The School's commitment is that teaching and learning, scholarship, and professional service occur in a supportive and productive environment that models exemplary social work practice and service delivery.

Students participate in both formal and informal ways in matters affecting academic and student affairs. The Dean has multiple meetings with different cohorts of students each semester (e.g. BSW students, MSW full time, MSW evening, Manhattan students). These informal chats are both an opportunity for the Dean to update students on School programs and initiatives, and receive feedback from them on what is working and what they would like to see strengthened. This exchange has been very helpful creating new student programs including a Licensing Preparation course and additional help in writing.

More formally, students at the BSW level participate in School committees with the exception of the Appointment, Promotion, and Tenure Committee. Three students (two MSW students and one BSW student) are represented on the Curriculum Committee, the Enrollment Management and Student Services Committee, the Field Education Committee, and the Assessment Committee. Through the Undergraduate Student Association and the Graduate Student Association, students identify themselves to the Assistant Dean for Academic Services as interested in serving as a representative to a specific committee. The Chairperson of the Committee, working with faculty and the Assistant Dean, then appoint representatives.

Additionally, both the MSW Program Committee and the Undergraduate Program Committee have three student representatives who serve as members. Again the process is to identify representatives through the Undergraduate and Graduate Student Associations.

Finally, the by-laws allow students to attend Faculty Meetings by invitation with the

intent to engage them in those meetings at least once each semester when the discussions are relevant.