



Stony Brook
School of Social Welfare

BSW PROGRAM

UNDERGRADUATE STUDENT HANDBOOK

2013 - 2014

Stony Brook University

SCHOOL OF SOCIAL WELFARE

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.

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

Dear Students:

A warm welcome to new and returning students to the School of Social Welfare. I look forward to all of us - students, faculty and staff - working together in the coming year toward our common educational and community goals.

This Handbook contains the School's policies and procedures. The information contained here will be of help to you as we work jointly toward your goal of becoming a professional social worker. I urge you to read it carefully and keep it available for ongoing reference.

We begin this year with serious challenges to the concept of social welfare in our society. This is all the more reason for us to reaffirm our commitment to the values that brought us to this profession.

I look forward to the opportunity of getting to know each of you in the weeks and months to come. In the meantime, I wish you well!

Sincerely,

A handwritten signature in dark ink, appearing to read 'FLB', with a stylized flourish at the end.

Frances Larry Brisbane, Ph.D.
Dean, School of Social Welfare

FLB:ka

BSW Program Handbook

Welcome

I. Introduction to the School of Social Welfare	6
A. Mission and Goals.....	6
B. University and School Websites	6
C. Governance of the School of Social Welfare	7
D. Undergraduate Social Welfare Alliance (USWA)	7
II. Expectations, Standards and Codes of Conduct.....	7
A. Stony Brook University Student Conduct Code	8
B. School of Social Welfare Student Conduct Code	8
C. School of Social Welfare Technical Standards	12
D. School of Social Welfare Academic Expectations	14
E. NASW Code of Ethics and Standards of Practice.....	16
F. Stony Brook University Sexual Harassment Policy Statement	17
G. School of Social Welfare Policy Statement Concerning Heterosexism and Homophobia.....	17
H. Bias and Hate Crimes or Bias-Related Incidents	18
I. Office of Disability Support Services.....	18
III. Contact Information and University Technologies.....	19
A. SOLAR.....	19
B. Your Contact Information	19
C. Emergency Contact Information	19
D. Email	19
E. Blackboard.....	20
IV. Overview of the Undergraduate Program.....	20
A. Undergraduate Program Goals and Objectives.....	21
B. CSWE Competency Framework	22
C. Educational Outcomes.....	22
V. BSW Program Structure and Content	23
A. Curriculum	23
B. Electives	25
C. Independent Study Policies and Procedures.....	25
VI. BSW Program Requirements.....	25
A. Time Limit for Program Completion	25
B. Credits	25
1. Waivers	25
2. Transfer Credits	26
C. Registration and Maintenance of Matriculation.....	27
D. Grade Point Average (GPA)	27
E. Field Education	27
F. Educational Planning and Academic Advisement.....	28
G. Graduation.....	29
H. Post-Graduation Planning	29
VII. Attendance, Participation, and Grading	30

A. Religious Holidays.....	30
B. Attendance.....	30
C. Class Participation.....	30
D. Course Evaluation.....	30
E. Grading Policies and Procedures.....	30
VIII. Academic Standing, Student Conduct, and Grievances.....	33
A. Student Status.....	33
B. Conditions Under Which Academic Standing, Student Conduct, and/or Grievance Action May Be Initiated	36
C. Procedures	36
IX. Student and Alumni Organizations.....	39
A. University Student Organizations	39
B. Health Sciences Association	39
C. Alumni Association.....	40

I. Introduction to the School of Social Welfare

A. Mission and Goals

Mission

The School of Social Welfare is committed to a more just society based on equality, human dignity and social justice. We believe that inequality and injustice are deeply embedded in society's political and economic structures and ideologies. Oppression objectively and subjectively permeates the lives of people, resulting in the denial of human dignity, individual and cultural diversity, and social and economic justice. Oppression is manifest in discrimination on the basis of class, race, ethnicity, gender, sexual orientation, religion, age and disability, among others.

Our purpose is to prepare students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The school's educational process enables people to identify and analyze the nature and extent of oppression and engage in social work practice that affirms people's strengths as a means to create social change in their lives and in society. The school stresses a commitment to the values of human and cultural diversity, human dignity, social and economic justice, and individual and group self-determination.

Goals

The following goals emerge out of the School's mission statement and guide its educational practice: to develop human relationships that are grounded in social justice, human dignity and mutual respect; to develop new and more just organizational forms; to transform already existing structures to ones which affirm and enhance human dignity and social diversity; and to identify new ways to influence social, economic and political systems to distribute power, resources, rights and freedom, so as to achieve justice.

B. University and School Websites

We encourage you to explore the University's and School's websites. The Stony Brook University website (www.stonybrook.edu) holds a tremendous amount of information about the university. For example, the Students Welcome Center page (<http://www.stonybrook.edu/sb/newstudents/index.shtml>) provides links to information about University 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, and other resources.

C. Governance of the School of Social Welfare

The School of Social Welfare (SSW) is governed by a structure of committees and a Faculty Senate. Undergraduate and graduate students' participation in some committees is specified in the School's By-laws.

Standing Committees with student representation:

- Duly elected students may participate in the development of recommendations to the faculty regarding policy and procedures on academic standing issues, student conduct issues and student grievance issues.
- Admissions and Student Services Committee: two graduate students and one undergraduate student.
- Curriculum Committee: two graduate students and one undergraduate student.
- Field Education Committee: two graduate students and one undergraduate student.
- Faculty Senate: two graduate students and one undergraduate student shall be official representatives to the Faculty Senate. They may participate in discussion and deliberations but shall not vote.
- Undergraduate Program Committee: three undergraduate students

D. Undergraduate Social Welfare Alliance

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.

II. Expectations, Standards and Codes of Conduct

The 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, as well as the School of Social Welfare's Technical Standards and Academic Expectations. In addition, the School of Social Welfare expects students to embrace the NASW Code of Ethics during the course of their professional 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.

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. follow all school and university procedures.

B. 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 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;
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. 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;

11. 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;
12. delegate his/her duties to an unauthorized person;
13. falsify client or institutional records;
14. fail to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation; and
15. in agency practice, be habitually absent or late, habitually leave early or fail to notify the agency of intended absence.

C. 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.

II. 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.

III. Procedures

When an issue of student conduct arises, the following steps will be implemented.

- A. Consultation between student and relevant faculty including field faculty where indicated.
- B. Academic Standing Committee:

The following procedures will be implemented when a meeting of the Academic Standing Committee is to be held to consider any issues of student conduct and/or academic dishonesty:

- 1. the faculty advisor, the student, and other involved persons should be invited to attend the meeting;
- 2. student will be notified in writing of the date of the meeting;
- 3. the student has the right to attend in order to present pertinent information and to participate in the discussion of the issue(s);
- 4. parties such as classroom faculty, field faculty, field instructors, students, and other appropriate university personnel who can provide relevant information will be allowed to attend and participate; and

5. all written material to be considered by the Academic Standing Committee shall be made available to all participants in the meeting.

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

Following discussion of the issue(s) by the participants, the student, faculty advisor, and any parties listed in III-B4 shall withdraw. The Academic Standing Committee will then deliberate. The Committee may make any of the following recommendations to the Dean. Any member of the Committee may request that the vote on the final recommendation(s) be by closed ballot. The following are possible results of the committee's deliberations:

1. resolution of the issue(s) and no further action required;
2. specify measures to be taken to deal with the issue(s) under consideration;
3. that the student be placed on probation, be suspended or terminated from the School;
4. whether the student will be permitted to attend or continue to attend classes and or field education.

After the deliberations, the student and faculty advisor are invited to return to the meeting and are informed of the Committee's recommendation(s) to the Dean.

The report of the Academic Standing Committee meeting must subsequently be in written form and must include a full description of the situation as presented to the Committee, a summary of the deliberations that reflects the reasons for the recommendations, as well as any non-majority views that a member or members of the Committee wish to have included. (A copy of the report is distributed to all members of the Committee for comments.) The final report is sent to the Dean, the student, and is placed in the SSW Office of Student Services student file.

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, can not 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. It is recommended to students that they 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](http://socialwelfare.stonybrookmedicine.edu/system/files/Guide%20to%20Non-sexist%20Language.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/NASWCulturalStandardsIndicators2006.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

The University reaffirms the principle that students, faculty, and staff have the right to be free from discrimination based upon gender, commonly known as "sexual harassment".

1. Harassment on the basis of gender is a form of sexual discrimination, and violates Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.
2. The University is responsible for and fully committed to the prevention and elimination of gender harassment. Super visors and department heads are responsible for promoting an atmosphere that prohibits such unacceptable behavior.
3. Unwelcome sexual advances, requests for sexual favors and verbal or physical conduct of an abusive, sexual nature constitute harassment when such conduct interferes with an individual's work or academic performance, or creates an intimidating, hostile, or offensive work or academic environment. Harassment of employees by supervisors, or of students by faculty or administrators, is unlawful. Conversely, harassment of supervisors by employees, faculty by students, or individuals by co-workers, is also unlawful.
4. The University does not tolerate gender harassment and treats it as a form of misconduct. Sanctions are enforced against individuals engaging in such behavior.

Individuals who are affected by, or are aware of, suspected cases of sexual harassment are urged to bring such situations to the University's attention by contacting the Office of Diversity and Affirmative Action. The Office of Diversity and Affirmative Action has professional staff trained to investigate and provide assistance regarding issues of sexual harassment, and can be reached by calling (631) 632-6280 or visiting <http://www.stonybrook.edu/diversity/>.

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 lesbians, gays, bisexuals and transgenders 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>

I. 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.

III. Contact Information and University Technologies

A. 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>.

B. Your 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.

C. 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.

D. 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

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

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

E. 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.

IV. Overview of the Undergraduate Program

The full-time, upper division undergraduate program leads to a Bachelor of Science degree with a major in social work. The curriculum provides a foundation for generalist social work practice. Graduates are prepared for entry-level, social work professional positions in a wide range of health and human services institutions. The program comprises a sequence of courses that includes two terms of field education, two days a week. Field placements are available in hospitals, nursing homes, schools, youth services, and public and community social service agencies, among others. No credit is given for life experiences.

Having a mission statement is more difficult and challenging for a school than not having one, or than having a specific but narrow statement of purpose. Yet, it is the challenge of struggling to make the mission statement come alive—albeit incompletely and imperfectly—that makes the school an exciting place. It makes both faculty and students believe that we are preserving and carrying forward the social reform philosophy upon which the profession of social work was founded, and which is vital to its future.

The mission statement addresses social problems from a structural framework. This leads to the need to prepare social workers to intervene directly with individuals and families, as well as with larger systems. Thus, practice is undertaken from a model of empowerment, development, and enhancement, rather than from that of pathologies or victim blaming.

School of Social Welfare Goals:

The following goals are derived directly from our mission and definition of social work and guide our educational process:

- to develop human relationships that are grounded in social justice, human dignity and mutual respect;
- to prepare social work professionals capable of developing new and more just organizational forms
- to prepare social work professionals capable of transforming already existing structures to ones which affirm and enhance human dignity and social diversity; and
- to identify new ways to influence social, economic and political systems to distribute power, resources, rights and freedom, so as to achieve social justice.

In addition, the School recognizes the centrality of health in the lives of all people. We understand that the distribution and quality of health care services are based on where a person lives, their race/ethnicity, gender, sexual orientation, income level and primary language spoken. An additional goal is therefore to educate social work professionals who are prepared to support the creation of a more just health care delivery system and assist individuals, families and communities to access the highest quality health care services that are available.

A. Undergraduate Program Goals and Objectives

Based on our mission, we view social work practice as concerned with the enhancement of social functioning and improvement of the human condition through the promotion of social and institutional change, and the provision of opportunities and resources to individuals, groups, communities, and organizations. The relations between individuals and social institution are fundamental concerns of social work. Of central importance is the development of these relationships in such a way as to promote social and economic justice and to protect opportunities for people, especially those who historically have been oppressed and devalued, so that they can live with dignity and freedom.

Given our mission and goals, we have selected the concepts of oppression and transformation as organizing principles of the curricula of the BSW program. Oppression is a social relationship between oppressors and oppressed, divided by distributions of power and control over life-affirming resources and dignity. Our commitment to human dignity and social justice mandates that we assume a strengths perspective that identifies ways that people have endured, resisted and transformed the oppressive circumstances of their lives.

The goals of the BSW Program are to prepare generalist social work practitioners who:

- integrate knowledge, values, and skills of the social work profession;
- demonstrate sensitivity to human and cultural diversity;
- analyze policies, procedures and practices that adversely affect services to clients;
- understand how social, political and economic factors influence the development of social problems, policies, and programs; and

- understand the impact of racism, sexism, ageism, heterosexism and other forms of oppression and discrimination.

This translates into the following objectives of the BSW program to prepare students who demonstrate:

- competence for entry level generalist social work practice that integrates social work values, knowledge and skills;
- the commitment and capacity to practice in a culturally competent manner;
- an understanding of the complexity of problems related to the existence and nature of oppression, especially as they relate to the cultural, political, economic, interpersonal, psychological, and physical factors that impact people's lives;
- the use of contemporary practice skills necessary to carry out interventions with individuals, families, groups, communities, and organizations that reflect the organizing framework identified above as well as a commitment to appreciate human diversity, human dignity and the profession's ethics; and
- the use of strategies that enhance people's strengths in order to overcome oppression and shape a society that fosters health, diversity, social and economic justice, and human dignity.

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. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

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.

V. 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)

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
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)

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
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)

<i>Course #</i>	<i>Title</i>	<i>Credits</i>
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)

<i>Course</i>	<i>Title</i>	<i>Credits</i>
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.

* Electives vary from term to term.

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 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](http://socialwelfare.stonybrookmedicine.edu/system/files/BSW%20Independent%20Study%20Proposal%20Cover%20Sheet.pdf)

VI. BSW Program Requirements

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 (available at <http://socialwelfare.stonybrookmedicine.edu/current-students/forms> or 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 which 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 courses, students must also initiate and complete the procedure for transfer credit.** See below to determine applicability and procedures for obtaining transfer credits.

2. Transfer Credits

A student may petition to have up to one year's credit earned in a CSWE accredited BSW program accepted by the School of Social Welfare. Such courses, including a minimum of two semesters of satisfactorily completed field education, must be with a minimum grade of B and have been taken as a matriculated student within five years prior to matriculation at the SSW. In such circumstances, students must obtain **transfer credits** (as well as waivers) for all the required courses that they would have taken during their first year at the SSW. **Field education evaluations must be submitted in order to obtain credit for Field education.** This process must be completed before the end of the add/drop period of entrance into the SSW.

Procedure

A typewritten or legibly printed **PETITION FOR TRANSFER CREDITS** form (available at <http://socialwelfare.stonybrookmedicine.edu/current-students/forms> or from the SSW Office of Student Services) must accompany copies of material (even though these may have already been submitted for the waiver process—i.e., transcripts, field work evaluations, course descriptions, and course outlines.)

The documenting materials must be presented, first to the appropriate professor (i.e. the professor responsible for a similar course to the one for which credit is being requested.) The professor may request additional documentation or have the student take an exam. If the professor approves the request, the recommendation is forwarded to the advisor, who will submit

the petition and the documenting material along with his/her recommendation to the Director of the Undergraduate Program, who will act on the request. If the faculty member responsible for the similar course, or the advisor or the Director of the Undergraduate Program rejects the petition, students may appeal the decision by following the usual appeals procedures as outlined in this manual.

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 the Solar System 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 – Add/Drop Period. Students may change their registration on the Solar System until the end of the second week of classes.

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.

D. Grade Point Average (GPA)

A cumulative grade point average of “B” (3.0) or better is required in the BSW major to remain in good standing.

E. Field Education (See Field Education Manual for details)

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.

Typically undergraduate students must complete a minimum of 12 credits of field education that are accrued in the second year at the rate of 6 credits per term, that is, 14 hours per week over a 30-week academic year. Field education typically takes place Monday through Friday during the

day and early evening. Some placements accept blocks of time of less than 7 hours per day, but no placement will be arranged with blocks of less than 4 to 5 hours at a time. Placements that offer all evening and/or Saturday hours are few and therefore students should be prepared to offer day hours for placement purposes.

F. Educational Planning and Academic Advisement

Academic advisement is an essential component of a student's overall experience with the School of Social Welfare. All students are assigned to a member of the faculty that will serve as their faculty advisor throughout their academic career. It is appropriate to bring your thoughts and concerns regarding your classes, field placement or other professional issues to the attention of your faculty advisor. If a problem or concern develops, you are encouraged to bring it forward in a timely manner.

1. Informal Consultation. Informal Consultation refers to the normal on-going discussions among faculty and between faculty and students regarding the students' educational plans, progress, problems and grievances. Normally this is carried out as part of advisement, class and field education, and academic assessment. This process does not affect students' formal academic status, but may serve to initiate further action regarding both academic and non-academic problems and/or grievances.

2. Ongoing Educational Planning and Academic Review. Meetings between students and advisors might be initiated by either party and may occur at any time. These 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.

3. Responsibilities of the Students. The students should:

- ascertain early in the first semester whether their assigned advisor's schedule is compatible with their own. If not, the advisor should be changed. (See procedures for changing advisors);
- 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.

4. Changing Advisors: Policy and Procedure. Students are assigned to faculty advisors when they enter the program. Normally, students will have the same academic advisor for the duration of their enrollment at the School. However, there may be circumstances in which a change of advisor is indicated. If this is so, the following regulations apply: Students in good academic standing have the option of changing advisors at any time. They should obtain the agreement of the person to whom they wish to be assigned. A change of advisor form, available at <http://socialwelfare.stonybrookmedicine.edu/current-students/forms> or from the SSW Office of Student Services, with the signatures of the student, the new advisor and the original advisor should be forwarded to the Director of the Undergraduate Program, with copies to the SSW Office of Student Services (for the student's file), former advisor, and new advisor.

Students not in good academic standing, in the midst of an academic review process, or who have been on academic probation, may not change their advisors without approval of the Academic Standing Committee.

G. 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.

H. 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.

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. In each course, including field education, final grades are recorded by the University 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
D-	0.67
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 only to be submitted in extraordinary circumstances. Courses are designed to be completed within the time allotted for the course. Therefore, “I” grades are only awarded 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

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.

Field Education and Practice Processes in Social Work 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.

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 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) in the BSW major to be certified for graduation. For the purpose of determining grade point averages, letter grades have the values shown in section E.1. (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. Required courses in which a grade of "F" was received **must** be repeated. 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 be viewed on SOLAR at the end of each semester.

5. Academic Records. The student is responsible for ensuring that all academic records are accurate. Particular attention should be paid to the computer printouts distributed to students at the end of each semester by the Office of Records (Registrar). 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 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 forms are available in the School of Social Welfare's Office of Student Services.

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. 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 Dean.

Students planning to return after an approved leave of absence need to plan with their faculty and field 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

Consideration of a student's academic standing, student conduct and/or grievance may be initiated by the student or a faculty member in the following situations when:

- a student believes that she/he has a grievance in relation to his/her status as a member of the school/and or university;
- conditionally admitted students do not fulfill the conditions for admission;
- the student does not maintain a satisfactory grade point average;
- the student is experiencing difficulty in maintaining satisfactory standards in course work or in field work;
- the student is having difficulty maintaining appropriate behavior in the School, the University and community;
- the student is having difficulties in planning or carrying out the educational program; there is a question of the student having violated the SSW Student Conduct Code and/or University conduct 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 conditions as defined under Student Status 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. An academic assessment meeting involves a conference between two or more faculty members and the student. 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. This meeting is convened by the student's faculty advisor as a result of one or more of the following:

- at the initiation of the faculty advisor;
- at the request of one or more faculty members;
- at the request of the student;
- at the request of the Office of Field Education.

Typically, such a meeting would be convened to consider; (1) an academic or field education problem; (2) an issue of student conduct; (3) a grievance which the student believes has not been adequately addressed; and (4) to devise a plan to address the problem(s).

A report of the meeting will be prepared by one of the faculty members who participated in the entire meeting and distributed to all the participants. In this report the outcomes and timetables

that have been developed to deal with the identified problem(s) will be specified. A copy of this report is placed in the SSW Office of Student Services file. Possible outcomes of this academic assessment meeting may be:

- satisfactory resolution of the problem(s)/grievances;
- development of a plan to address the problem(s)/grievances;
- referral of the matter to the Associate Dean for Academic Affairs who may refer the matter 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 of the Academic Standing Committee who presents the matter to the Committee

3. Filing a Grievance. Should the student decide to initiate formal action on a grievance, this should be done by filing a written complaint addressed to the student's advisor with a copy to the Chairperson of the Academic Standing Committee.

4. Academic Standing Committee.

a. Functions. The Academic Standing Committee meets monthly (additional meetings may be held as needed) to:

- consider issues of students' academic standing;
- consider issues of students' conduct;
- consider students' grievances;
- consider appeals;
- monitor the ongoing implementation of policies related to academic standing, student conduct, student grievances; and
- develop recommendations to the faculty regarding policy and procedures on academic standing issues, student conduct issues, and grievance issues.

b. Procedure. The Academic Standing Committee consideration of student status could be triggered by:

- a request of the faculty advisor;
- a review of the report of an academic assessment meeting;
- an appeal by the student of the recommendations of an assessment meeting;
- student loss of good standing;
- student experiencing difficulty in maintaining satisfactory standards in course work and/or field education;
- student having difficulty in planning or carrying out the educational program;
- concerns that the student might have violated the SSW Student Conduct Code and/or university conduct policies;
- allegation of academic dishonesty;
- any other situation which raises questions regarding a student's status in the program.

The following procedures will be implemented when a meeting of the Academic Standing Committee is to be held to consider any of the above conditions regarding a student's status:

- the faculty advisor, the student, and other involved persons should be invited to attend the meeting;
- the student will be notified in writing of the date of the meeting (this written communication may be by e-mail);
- the student has the right to attend part of the meeting in order to present pertinent information and to participate in the discussion of the issue(s);
- parties such as classroom faculty, field faculty, field instructors, students, other appropriate university personnel who can provide relevant information will be allowed to attend and participate; and
- all written material to be considered at the Academic Standing Committee shall be made available to all participants in the meeting.

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.

Following discussion of the issue(s), the student, faculty advisor, and any non-Committee members shall withdraw from the meeting. The Academic Standing Committee will then deliberate. Any member of the Committee may request that the vote on the recommendations to the Dean be by closed ballot.

The committee may make any of the following recommendations to the Dean:

- resolution of the issue(s) and no further action required;
- specify measures to be taken to deal with the issue(s) under consideration;
- that the student be placed on probation, be suspended or terminated from the School;
- whether the student be permitted to attend and/or continue to attend classes and or field education.

After the deliberations, the student and faculty advisor are invited to return to the meeting and informed of the Committee's recommendations to the Dean.

The report of the Academic Standing Committee meeting must subsequently be in written form and must include a full description of the situation as presented to the Committee, a summary of the deliberations that reflects the reasons for the recommendations, as well as any non-majority views that a member or members of the Committee wish to have included. A copy of the report is distributed to all members of the Committee for comments. The final report is sent to the Dean, the student, and is placed in the SSW Office of Student Services student's file.

Since the report is mailed to the student, it is the student's responsibility to provide the SSW Office of Students Services with his/her correct current address.

5. Appeals. Action on appeals can usually occur ONLY WHEN THE SCHOOL IS IN SESSION.

Appeals of the Recommendations of the Academic Assessment Meeting:

Any recommendation made as a result of an academic assessment meeting may be appealed to the School of Social Welfare Academic Standing Committee.

Appeals must be in writing and addressed to the Chairperson of the Committee within 10 days after the written report of the academic assessment meeting has been sent to the student.

Appeals of the Recommendations of the Academic Standing Committee:

Any recommendations of the Academic Standing Committee may be appealed, in writing, to the Dean within 10 days after the written report of the Academic Standing Committee meeting has been sent to the student.

6. Academic Standing Committee Composition.

Chairperson – The Associate Dean for Academic Affairs

Members: The Director of the Graduate Program
 The Director of the Undergraduate Program
 The Director of Field Education
 The Chairperson of the Admissions Committee
 Faculty members selected by the Dean

IX. Student and Alumni Organizations

A. University Student Organizations. Although some organizations are housed in the School of Social Welfare, Stony Brook University (SBU) has over 300 registered student clubs and organizations available for student involvement. Information about these clubs and organizations can be accessed at:

<http://studentaffairs.stonybrook.edu/sac/clubs.shtml>

B. 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.

C. 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/>

University Community Pledge

SBU has established a University Community Pledge to which all students are encouraged to join.

Take the Community Pledge

The Community Pledge is a call to action, an invitation; a voluntary choice and opportunity to affirm our commitment to one another. It is not a petition, and not a club.

Taking the pledge demonstrates your commitment to other members of the Stony Brook University community. It says that "We" will stand up for one another. It offers us all a stronger community, a better future.

<http://studentaffairs.stonybrook.edu/pledge/index.shtml>

