



Stony Brook  
*School of Social Welfare*

**BSW PROGRAM**  
**UNDERGRADUATE STUDENT HANDBOOK**  
**2019 – 2020**

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

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

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

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Dear Stony Brook Social Work Student,

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

As social workers you will be on the front lines of advocacy for social and economic justice. You can choose to be active in a venue ranging from a local neighborhood to global resettlement, and to work with any conceivable population from infants in early intervention programs all the way up through hospice. You can choose to combine roles as clinicians, researchers, policy wonks, administrators, advocates, and community organizers. Just about any population you want to work with, any social problem you would like to solve, or any level on which you want to make change, a social work degree will allow you to pursue your dream to realize social change.

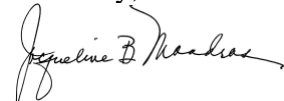
I am delighted that you chose to explore your dreams at SUNY Stony Brook. Stony Brook University is a member of the prestigious Association for American Universities (AAU) and one of the nation’s premier centers for academic excellence. The School of Social Welfare is located within a rich interdisciplinary environment, one of five schools comprising the Health Sciences campus. The Health Sciences campus also includes Stony Brook University Hospital, the Cancer Center, Stony Brook Children’s Hospital and a growing network of community hospitals. In New York City, we are affiliated with the SUNY College of Optometry that serves over 70,000 patients a year. Many opportunities exist for collaborative research and training with the health sciences and other disciplines.

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

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

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

Sincerely,



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

# BSW Undergraduate Program Handbook

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## **I. The School of Social Welfare**

### **A. School**

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

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

### **B. Mission Statement**

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

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

By advancing knowledge, engaging in systematic inquiry, and developing professional skills, we prepare students for social work practice with individuals, families, groups, organizations, communities and governments in a global context. The School teaches a person-in-environment perspective, community advocacy, therapeutic intervention, individual and group empowerment, and the affirmation of strengths as a means of promoting individual and social change. As an integral part of our student-centered and evidence informed pedagogy, we prepare students to

identify and analyze the nature and extent of structural inequality. We focus in particular, on social welfare leadership as a pathway to enhance emotional, psychological and social well-being. We work closely with the university and greater community to fulfill this mission.

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

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

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

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

### **A. Program Goals**

#### **1. Goals**

The goals of the BSW program are to:

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

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

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

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

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

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

## **B. CSWE Competency Framework**

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

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families Groups, Organizations, and Communities

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

## **C. Educational Outcomes**

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

- enter the field of social work as generalist practitioners able to work with individuals, families, groups, organizations, and communities;



- reflect critically on the role of social work vis-à-vis the nature of oppression and the struggle for equality, social justice, and human dignity;
- enhance and utilize their personally felt commitment to social justice, especially in light of their increased awareness of the structure, processes and effects of oppression in the lives of all people within society, but especially the people with whom generalist practitioners will come in contact;
- develop an analytical understanding of social policies and programs as they either enhance movement toward social justice or serve to reinforce oppression;
- incorporate an appreciation for and acknowledgement of the extreme importance of understanding the value and meaning of cultural diversity in this society;
- identify the social, political, economic, historical, cultural, interpersonal, intrapersonal, and biological factors that affect the nature and existence of the problems with which the generalist practitioner works;
- understand the critical importance of engaging in social work practice which incorporates social work values and ethics;
- analyze value based and ethical conflicts which emerge in social work practice in order to engage with client systems to explore choices, implications and possible resolutions;
- engage in professional practice which enhances the ability of individuals, families, groups, organizations and communities to utilize their strengths as they seek to accomplish goals, reduce distress and maximize quality of life;
- utilize practice skills to enhance the capacity of people to participate actively and positively in improving their lives and participating in forming a society which reflects social justice and human dignity among individuals, families, groups, organizations, and communities consistent with the mission of the school and the ethics and values of the social work profession.
- engage in critical reflection and evaluation of their own practice; and
- incorporate social work knowledge, both theoretical and empirical, into their practice as professional social workers.

### III. BSW Program Structure and Content

#### A. Curriculum

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

| <b>Required Professional Development</b>                                |                |
|---|----------------|
| <b>Course</b>   | <b>Credits</b> |
| HWC 396 Community Learning and Professional Preparation I: Junior Year  | 1              |
| HWC 397 Community Learning and Professional Preparation II: Senior Year | 1              |

#### **Junior Year, Fall Term (15 Credits)**

| <b>Course #</b> | <b>Title</b>                                 | <b>Credits</b> |
|-----------------|--|----------------|
| 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)**

| <b>Course #</b> | <b>Title</b>                                       | <b>Credits</b> |
|-----------------|--|----------------|
| 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)**

| <b>Course #</b> | <b>Title</b>                         | <b>Credits</b> |
|-----------------|--------------------------------------|----------------|
| 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)**

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

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

**B. Electives**

Students are required to take a minimum of 12 credits of electives to fulfill the curriculum requirements. In addition to the choice of electives offered in the SSW, to satisfy that requirement,

\* Electives vary from term to term.

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_Independent_Study_Proposal_Cover_Sheet.pdf)

### **D. SBU School of Social Welfare: BSW Passport to the Profession**

The School of Social Welfare BSW Program has a program for all undergraduate BSW students called the ***BSW Passport to the Profession Program***. The *BSW Passport to the Profession* program is designed to foster students' personal and professional development and mark the start of a rewarding career as a social work professional. The *BSW Passport to the Profession* program is linked to the two required 1-credit courses BSW students are required to enroll in each year as a BSW student: HWC396: Community Learning & Professional Preparation I (taken Junior year) and HWC397: Community Learning & Professional Preparation II (taken Senior year).

#### **BSW Passport to the Profession Requirements**

BSW students are responsible for completing eight required activities in addition to accumulating **six** "flexible" Passport points while a social work major at SBU. Students are also responsible for obtaining and providing appropriate attendance verification for events. This may include signing in at the beginning or end of a SBU event, completing a survey or reflection form, or in the case of non-SBU events, discussing the event with SBU School of Social Welfare faculty/program administration prior to attending the event.

All Passport events must be approved by the SBU School of Social Welfare BSW Program. These events are designed for students' personal and professional development and have clear learning outcomes. Passport-approved events will have the BSW Passport to the Profession logo on the flyer/announcement. Successful students will receive valuable participation experience in unique activities and a certificate of completion at graduation.

***Eight required activities - (these are HWC 396/397 course requirements\*)***

**1. Four required activities -Community Learning & Professional Preparation**

Register for and complete all assignments for HWC396: Community Learning & Professional Preparation I for Juniors (U3) and HWC397: Community Learning & Professional Preparation II for Seniors (U4), specifically related to attendance and active participation in the Community Learning and Professional Preparation Day scheduled each semester.

Four specific dates are scheduled over the course of the two-year BSW Program to fulfill these four required Passport activities.

- The specific dates are indicated at registration for HWC396: Community Learning & Professional Preparation I for Juniors (U3) and HWC397: Community Learning & Professional Preparation II for Seniors (U4).

*There is one Fall semester date and one Spring semester date per academic year. Students are expected to attend and actively engage in the entire conference day's programming - these days are typically scheduled on a weekday from 9:30am - 4:00pm.*

***(Participation in and assignment completion for all four scheduled Community Learning Days will satisfy 4 of the required 8 Passport activities)***

5. Attend one **Professional Communication** workshop in your **Junior year**. Available workshop dates will be offered in the "SSW Red Bag" programming series and on the HWC 396 Black Board page.
6. Participate in one **Self-Care in Social Work** workshop in your **Junior year**. Available workshop dates will be provided by the BSW Program administration and indicated in the "SSW Red Bag" programming series and on the HWC 396 Black Board page.
7. Attend one **Post-graduation Planning** session in your **Senior year**. Available planning session dates will be provided by the BSW Program administration and indicated in the "SSW Red Bag" programming series and on the HWC 397 Black Board page.
8. Attend one **Social Work Career Development** workshop in your **Senior year**. Available workshops and dates will be provided by the SBU Career Center and indicated in the "SSW Red Bag" programming series and on the HWC 397 Black Board page.

***Seven (7) Elective components***

Successful completion of the eight required components (above) and both the flexible passport points over the course of the two years in the BSW program and the human rights assignment at the end of a student's last semester in the BSW Program will fully complete the Passport\*. Students with a completed Passport will receive recognition at graduation and promotional badging for their social media pages and résumés.

### **Six flexible passport points:**

Students can accumulate six flexible passport points by attending professional-related activities and extra learning opportunities (ELOs) over the course of their two years in the BSW Program. Each approved activity earns one point. These activities may include, but are not limited to:

- Participating in a community service project
- Attending a social work panel/speaker (outside the classroom)
- Attending a professional-related seminar or conference off-campus (must be approved by the SSW BSW Program administration)
- Participating in a peer-education training program offered at SBU (i.e., Red Watch Band, Safe Space Training, Green Dot training, etc.)
- Participating in and completing the associated reflection assignment of a SSW faculty-approved ELO activity
- Participating in a professional networking event

Additional Recommendations for flexible passport points:

Participate in a service learning activity that is related to:

- ***Aging:*** Suffolk County is the 23rd most populated county in the nation, with 13% of its population aged 65 and over. This percentage is constantly growing. The School of Social Welfare has a number of Aging-related initiatives to get involved with - speak with any of your faculty or advisors to get involved!
- ***Veterans or Military Personnel:*** Long Island is home to a large population of military veterans in the United States (over 112,000 and increasing). As well. Students could connect these two vulnerable populations; Long Island has higher percentages of veterans in the older age groups than other areas of the country (Newsday, Nov. 9, 2017). The SBU campus is also home to the Stony Brook Long Island State Veterans Home and our Field Education Office has contacts for a number of agencies in the region that serve the needs of this population, which you can volunteer at or conduct a service project at.

### **Human Rights Reflection Assignment**

Reflecting on the two years of your BSW Program, upload on the HWC397 BlackBoard page, a 2-3 page learning reflection paper demonstrating your understanding and commitment to being a human rights advocate and social work professional.

The BSW Program's primary goal is to prepare students for and socialize students into the profession of social work. Central to our social work profession is the NASW Code of Ethics. It guides each of us as social work professionals in our conduct and practice. A fundamental

principle of our professional Code of Ethics is: *Social workers must engage in life-long learning to maintain competence.*

The emphasis on this professional expectation is personal responsibility; as social workers have responsibility to clients, to self, and to the profession. Continuing education is self-directed. The social worker is obligated to acknowledge one's learning needs, actively participate in professional education to meet that need, and integrate the knowledge gained into practice (NASW, 2012). It is with the intention of supporting our profession's value of competence and beginning student's professional obligation to life-long learning that the BSW Passport to the Profession Program was developed and implemented at SBU School of Social Welfare.

The BSW Passport to the Profession Program includes both required and elective components to complete. The eight required activities indicated above and in the front portion of the Passport given to you at New Student Orientation are specifically the required activities/assignments for the two professional development courses that fulfill a graduation requirement for SBU School of Social Welfare -- HWC396: Community Learning & Professional Preparation I and HWC397: Community Learning & Professional Preparation II. The elective portion of the Program includes the six flexible passport point activities and the Human Rights Reflection Assignment. These are indicated in the back portion of the Passport given to you at New Student Orientation.

In addition to providing students a foundation of professional development experience as they begin their social work career, successful completion of both required and elective portions of the BSW Passport to the Profession program will provide students recognition at graduation and a promotional badge for social media pages. It is recognized by the School that not all BSW students will choose to complete the elective portions of the Program, however, all students must complete the requirements of the two credit-bearing courses of required professional development, which the Passport Program outlines as the eight required activities, in order to graduate from the SBU School of Social Welfare.

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

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

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

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

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

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

An evaluation is completed at the end of each semester of field education. Students are rated on each behavior, and these scores are added together for a score on each competency. The Generalist evaluation uses the following rating scale ranging from: **N/A** – **NEVER** discussed in supervision or **NEVER** assigned; **IP (1) – Insufficient Progress**: Has little understanding of the competency; rarely demonstrates the behavior but has had multiple opportunities to demonstrate; **UP (2) – Uneven Progress**: Demonstrates a beginning understanding of the competency and struggles with implementation of the behavior in their work; **IC (3) – Increased Consistency**: Shows evidence of understanding the competence required and continues to strengthen consistency by applying behaviors in their work; **C (4) – Competence**: Understands the competency required and is consistent in applying the behaviors in their work; and **OC (5) – Outstanding**: Demonstrates an exceptional ability to effectively integrate the behavior into their practice.

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

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

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

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

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

## **V. BSW Program Requirements and Academic Guidelines**

### **A. Time Limit for Program Completion**

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

### **B. Credits**

#### **1. Waivers**

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

#### Procedure

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



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

## **2. Transfer Credits**

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

## **Credit for Life Experience**

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

## **C. Registration and Maintenance of Matriculation**

### **1. Maintenance of Matriculation**

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

### **2. Course Load**

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

### **3. Registration Procedures**

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

#### **a. Change of Registration after the Add/Drop Period**

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

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

#### **b. Late Registration**

A late registration fee is charged by the University.

## **E. Grade Point Average (GPA)**

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

## **VI. Academic Advisement and Educational Planning**

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

Faculty advisors and field liaisons discuss academic progress with students throughout their time in the program. Academic advisement is an essential component of a student’s overall experience within the School of Social Welfare. All students are assigned to a member of the faculty who serve as their faculty advisors throughout their time in the program. Students are encouraged to bring their thoughts and concerns regarding classes, field placement, and other professional or career issues to the attention of your faculty advisor. If a problem or concern develops, they are encouraged to bring it forward in a timely manner. Academic and professional advising is delivered in three ways:

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

Students also have responsibilities to obtain advising on academic and professional issues. The students should:

- ascertain early in the first semester whether their assigned advisor’s schedule is compatible with their own. If not, the advisor can be changed.
- provide ongoing current information: address, phone number and schedules, to the SSW Office of Student Services, the advisor, and the Office of Field Education;
- initiate meetings with the advisor during each semester. Students are encouraged to initiate meetings with the advisor at any time that issues, concerns and/or grievances exist for them and to have a minimum of one contact each semester.
- use this opportunity to:
  - consult with their advisor in order to discuss the student’s ideas regarding academic and career goals, and to engage in educational planning;

- receive guidance on selection of courses;
- obtain and share information about community activities related to the program;
- discuss any problems and/or grievances.

Occasionally there are circumstances in which a change of advisor is indicated. BSW and MSW students in good academic standing have the option of changing advisors at any time. They must obtain the agreement of the person to whom they wish to be assigned. BSW and MSW students can submit a change of advisor form to the School's Office of Student Services Office. They can access the form on the website at this link:

[http://socialwelfare.stonybrookmedicine.edu/system/files/Change\\_of\\_Advisor\\_Request.pdf](http://socialwelfare.stonybrookmedicine.edu/system/files/Change_of_Advisor_Request.pdf), or from the office. The form has to be signed by the student, the new advisor, and the original advisor and forwarded to either the Director of the MSW Program or the Director of the BSW Program with copies to the Office of Student Services, former advisor, and new advisor.

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

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

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

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

Throughout the academic year, September to May, students attend educational and advisement

workshops designed to assist with transitioning into the School and the University, build confidence, and foster a sense of community. Each Red Bag Lunch & Dinner Series is specifically designed to ensure student success.

## **VII. Attendance, Participation, and Grading**

### **A. Religious Holidays**

The University is committed to ensuring that all students have the right to pursue their education while practicing their faith. Students are expected to notify their professor **in advance**, but definitely before the final date of the ‘add/drop’ period, of their intention to be out for religious observance. They can discuss with their faculty members how they will be able to secure the work covered. Please read the full university policy on Religious Holidays at:

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

### **B. Attendance**

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

### **C. Class Participation**

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

### **D. Course Evaluation**

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

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

### **E. Grading Policies and Procedures**

#### **1. Assignment of Grades**

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

| Letter Grade | Grade Points |
|--------------|--------------|
| A            | 4.00         |
| A-           | 3.67         |
| B+           | 3.33         |
| B            | 3.00         |
| B-           | 2.67         |
| C+           | 2.33         |
| C            | 2.00         |
| C-           | 1.67         |
| D+           | 1.33         |
| D            | 1.00         |
| F/IF         | 0.00         |

In addition, the following grades may be given:

**a. Satisfactory/Fail**

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

**b. Incompletes**

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

The following required courses have prerequisites:

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

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

If the student receives an “I” (Incomplete) in any of the prerequisites for the above courses, all requirements must be completed and a passing grade submitted by the instructor one week prior

to the beginning of the semester in which any of the above courses are being taken. Otherwise the student will be deregistered from the course and will not be able to attend.

Students progress into the Senior year following completion of all required courses from their Junior year. Under extraordinary circumstances, an instructor of an elective course, at his or her discretion, may request an extension of the original Incomplete by written notification to the Registrar before the deadline appearing in the academic calendar. Any such extension will normally be limited to the last day of classes of the semester following that in which the course was taken. An Incomplete may not be made up by auditing a subsequent offering of the course.

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

### **c. No Record (NR)**

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

## **2. Grade Point Average for Certification for Graduation**

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

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

## **3. Repeating Courses**

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

## **4. Grade Reports**

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

## **5. Academic Records**

The student is responsible for ensuring that all academic records are accurate. Particular attention should be paid to the student's academic record on SOLAR. Missing grades, inaccurate course or section numbers, and/or inaccurate credit allocations should be followed up immediately with School of Social Welfare personnel. In some cases, students create their own inaccuracies by making errors while registering. In other cases, students fail to officially Add/Drop during the designated period. In any case, students are advised to be continually attentive to the accuracy of their academic records, and to contact their advisors and SSW Office of Student Services as soon as any problem is identified.

## **VIII. Academic Integrity and Professional Performance**

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

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

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

### **A. Stony Brook University Student Conduct Code**

The *University Student Conduct Code and Campus Policies* document states:

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

<sup>1</sup> Technical Standards refers to the University's requirements for students to function in the program. These are used to determine accommodations for students with disabilities.

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**

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 differing abilities or any other personal characteristic, condition, or status;
3. Treat everyone with whom the student comes in contact with respect, courtesy, and fairness;
4. Respect the privacy and right to confidentiality of clients and colleagues;
5. Behave in accordance with agency, school, and university policies and procedures.

Serious misconduct that will lead a student to be referred to the Committee on Professionalism includes behavior that puts students themselves and other individuals at risk for emotional, physical or psychological harm. This may include, **but is not limited** to the following:

1. Assaulting, threatening, harassing, hazing or otherwise physically, verbally, psychologically or sexually abusing, demeaning, ridiculing or attempting to intimidate any other person connected with the University, at the field agency or in the conduct of any other activity related to the student's enrollment in the school. This includes but is not limited to, bias related acts of assault or abuse, the dissemination of material (including on social media) that ridicules or demeans individuals or groups and any acts which interfere with the rights of others;
2. Participating in, condoning, or association with dishonesty, fraud, deceit, or misrepresentation of professional qualifications, education, experience or affiliations
3. Exploiting professional relationships for personal gain or advantage;



4. Engaging in personal and/or sexual activities with clients, relatives of clients or close acquaintances of client including on social media
5. Concealing, disclosing, or misrepresenting information or participate activities that affect the safety and well-being of clients;
6. Carrying a weapon on university, school or agency premises
7. Engaging 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;
8. Practicing and/or participating in any school academic or non-academic activity while under the influence of alcohol or illicit drugs or mental disability not appropriately controlled;
9. Delegating their duties to an unauthorized person;
10. Falsifying client or institutional records;
11. Failing to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.

## **II. Alcohol/Drug and Gambling Policy**

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, or any drug paraphernalia (including, but not limited to: bongos, water pipes, roach clips or hypodermic needles not established to be specifically for the administration of prescribed medications) on University grounds, in the field internship or while engaged in activities related to their 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 shall gamble for money or other valuables on University or field internship property or in any University facility.

Violation of the Alcohol/Drug and Gambling Policy will lead to a referral to the Committee on Professionalism

## **III. Academic Dishonesty**

Academic dishonesty includes but is not limited to:

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

- B. submission of similar papers or projects in more than one course without permission of the instructors;
- C. collusion: two or more students helping each other on an examination or assignment, unless specifically permitted by the instructors;
- D. use of substitutes, sitting in for another student at an examination, or permitting someone else to sit in for oneself;
- E. plagiarism: submission of another's work as one's own original work without proper acknowledgement of the source;
- F. falsifying documents or records related to credit, grades, change of status forms (e.g. adds and drops), and other academic matters;
- G. altering an examination or a paper after it has been graded, for the purpose of fraudulently requesting a revision of the grade;
- H. use of unauthorized materials for an exam or project (e.g. use of calculators or notes on an examination where they have been prohibited); and
- I. theft, concealment, destruction, or inappropriate modification of classroom or other instructional material; e.g., posted exams, library materials, laboratory supplies, computer programs and outputs.

Academic dishonesty violations may lead to a referral to the Committee on Professionalism

#### **IV. Social Media Policy**

When enrolled in the School and placed in a field internship the student will come into contact with many individuals who utilize social media for various reasons. Students must be aware of the ways that people can get information about them, connect with them and learn about their family and friends. It is important to look at social media not only from a personal perspective but from a professional one. The professional image extends beyond the physical setting of the field agency, School and University. Clients and staff of the agency will be able to view students as they present themselves through social media. Students should be guided by social work values and ethics and this responsibility extends to the virtual world and technological world. Refer to the NASW, ASWB, CSWE and CSWA Standards for Technology in Social Work Practice at [https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards\\_FINAL\\_POSTING.pdf](https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf)

#### **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 Student Accessibility Support Center (SASC) at SBU. They include behavioral, professional and intellectual standards. Technical standards must be met with or without accommodations.

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 Student Accessibility Support Center at SBU. See <https://www.stonybrook.edu/commcms/studentaffairs/sasc/about/> for more details or call (631) 632-6748.

Students are expected to meet the following standards both in the classroom and in their field internships with or without reasonable accommodation for disability:

- Communication Skills – Students must be able to communicate effectively in all forms of communication including oral, written and listening with or without reasonable accommodations and provide accurate information in agency and classroom 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.
- Self-Awareness – Students must demonstrate a willingness to engage in reflective thinking. 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 internship.
- Professional Behavior - Students must behave in a manner that is consistent with the ethics of the social work profession. Students, who are actively impaired psychologically, emotionally, mentally and/or have distorted thought processes and/or are actively using illegal or impaired by legal substances, cannot fully participate in class or in a field education placement.
- Interpersonal Skills – Students must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals.
- Motor Abilities – Students must have sufficient motor abilities to attend class and field internship with or without technical accommodation.
- Sensory Abilities – 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. 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.

Language often expresses institutional racism, sexism, and microaggressions. Although it may be unconscious, sensitizing ourselves and becoming consciously aware of these expressions is an important step towards achieving the goal of eliminating these. Therefore, as part of your professional preparation, students are expected to use verbal and written language that is non-racist, non-sexist, etc. A few examples of what is meant by inappropriate language may help to make this expectation more explicit:

- Comments that express racial, sexual, class, heterosexual and other stereotypes;
- Written work that uses masculine pronouns when referring to both males and females or non-binary gender
- Terms that put people in a one-down position, e.g., such as using “girl” or “boy” in reference to adults or young adults.

In addition, as part of an academic institution, and in preparation for professional practice, the School of Social Welfare holds the following expectations:

- We know that students strive to do their best in the classroom, and therefore understand the importance of the readings and participation. Class discussion and interaction are an integral part of student education, and students should take responsibility for learning. Students are required to attend all classes on time and remain for the full session. The classroom is providing 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.
- Readings for 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.

### **1. Plagiarism**

Plagiarism is defined as representing another’s words as your own or falsification of credit for submitted work. Each student is expected to pursue their 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.

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 - [https://www.stonybrook.edu/commcms/academic\\_integrity/](https://www.stonybrook.edu/commcms/academic_integrity/)

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: [https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/index.html)

Another source that discusses how to avoid plagiarism is: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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 ensure that papers are grammatically correct and properly formatted. For citations, the School requires that students adhere to

The American Psychological Association (APA) format. This is available at <http://apastyle.org>.

The Health Sciences Library offers useful information and tutorials.

There are resources that are available in the "Advising Backpack" (See Section V.) that will help you with all aspects of writing, including APA style, grammar tips and ways to ensure you are not engaged in plagiarism.

Academic dishonesty violations may lead to a referral to the Committee on Professionalism

- 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](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](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. Supervisors 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 Institutional Diversity and Equity (OIDE) at Stony Brook University. See <https://www.stonybrook.edu/commcms/oide/> and Reporting procedures at <https://www.stonybrook.edu/commcms/oide-equity/reporting>. The OIDE has professional staff trained to investigate and provide resources regarding issues of sexual harassment, and can be reached by calling (631) 632-6280.

Sexual Harassment will lead to a referral to the Committee on Professionalism

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

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

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

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

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



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

Failure to abide by these principles may lead to a referral to the Committee on Professionalism

## **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 University'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. See the Office of Institutional Diversity and Equity statement-<https://www.stonybrook.edu/commcms/oide-diversity/index.php>. The OIDE has professional staff trained to investigate and provide resources regarding such issues and can be reached by calling (631) 632-6280.

For concerns of bias crimes consult-

<https://www.stonybrook.edu/commcms/police/pdfs/Bias%20Crimes%20Brochure.pdf>

Reporting procedures can be found at

<https://www.stonybrook.edu/commcms/oide-equity/reporting>

Engaging in Bias or Hate Crimes will lead to a referral to the Committee on Professionalism

## **IX. Student Conditions for Graduation**

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, Leaves of Absences and Withdrawal, with students' compliance with the Student Conduct Codes, and the student grievance and appeals procedures. These policies and procedures are an outgrowth of our Self-Directed Advising system and are firmly rooted in the belief that students are self-directed in their pursuit of knowledge, skills, and are motivated to successfully complete their degree program. We refer here to our guiding principles:

- The School is committed to promoting an organizational culture and an academic review process that is consciously and strategically equitable and responsive to a diverse and inclusive student body
- Students are capable of identifying the assistance needed from faculty and staff in order to succeed and will use the support offered
- Students and the School have mutual and complementary responsibilities in graduating knowledgeable, ethical, skillful, thriving and resilient social workers

### **A. Student Status**



In order to graduate from the BSW program, students must meet the following conditions:

1. Remain in good standing with a cumulative grade point average (GPA) of B (3.00) HSC. 2.5 overall for SBU
2. Must successfully complete all course requirements in their program
3. Must successfully complete all required field internships.
4. Must adhere to the Stony Brook University Student Conduct Code
5. Must adhere to the School of Social Welfare Student Conduct Code including policies on Professional Standards: Alcohol, Drug, and Gambling; Academic Dishonesty; Social Media; and Technical Standards.

Students are ultimately responsible for meeting these conditions. The School's faculty and administration are helpful partners in this process. If the conditions are not met the Student may not file for graduation.

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. 2.5 cumulative SBU GPA and 3.0 HSC GPA

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

### **3. Probation, Suspension, 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.

#### Withdrawal

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

#### Procedure

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

#### Unauthorized Withdrawal

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

#### Termination

It is the student's responsibility to meet the Conditions for Graduation. When a student is unable to meet the Conditions for Graduation, the student will be terminated from the program by action of the Dean. Such students lose all rights and privileges to participate in the activities of the School and may not register for any subsequent period.

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

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

#### Procedure

Leaves of Absence are granted by the Dean or Assistant Dean for Academic Services. Students must submit a written request for a Leave of Absence stating the reasons, to their faculty advisor, with a copy to the School of Social Welfare's Office of Student Services. The advisor will

ascertain the student's academic standing in class and field, after which the advisor's written recommendation will be forwarded to the Assistant Dean for Academic Services.

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

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

### **B. Conditions Under Which Committee on Professionalism, Student Conduct and/or Grievance Action May Be Initiated**

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

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

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

1. Believes that they have a grievance in relation to their status as a member of the school/and or university;
2. Has been conditionally admitted and do not fulfill the conditions for admission;
3. Does not maintain a satisfactory grade point average;
4. Experiences difficulty in meeting standards in course work or in field work;
5. May have violated the Academic Integrity or Professional Standards policies and when questions arise in this regard - The faculty need to fill out a report that details of the student conduct violation.

### **C. Procedures**

Academic standing procedures are as follows:

#### **1. Review of Grade Point Average**

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

## **2. Student Success Meeting**

BSW students require a 2.5 for University and 3.0 for HSC cumulative GPA. At the end of each semester, each student's grade point average is reviewed. Any student whose record indicates they are not meeting GPA requirements will meet with a Student Services Advisor to develop a Success Plan designed to improve the student's academic performance. The plan must be in writing, signed by both the student and the Advisor, and a copy sent to the SSW Office of Student Services file. If the grade point average does not reach a B (3.00) by the end of the following semester the advisor and the student may either adjust the Success Plan in situations where the GPA is close to being met, or initiate, constitute, and hold a Committee of Professionalism meeting for a broader discussion about the most effective strategies to assist the student in achieving the required grade point average for graduation. The student and the Student Services Advisor will review both the requirements and the student's plan and current standing every semester.

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

### **A. Success Plans**

When a student experiences difficulty in meeting any of the Conditions for Graduation the Student and the School will engage in self-directed conversations about how the situation is best remedied, and together the student and the School advisors will develop and execute a Success Plan. In cases involving Field Education, the Student will work with their Field Faculty to develop the Success plan. In cases involving courses or violations of the Student Code, the Student will work with their Student Services Advisor. In cases involving both Field Education and coursework or Student Code Violations, it is in the student's best interest to work with both advisors.

- The Success Plan will briefly include the following information:
- History and description of the obstacle to success
- Efforts used to resolve the obstacle and who was responsible for each task
- Student and Advisors views of the current status of the obstacle
- Consequences of the obstacle remaining unresolved

When a Student and a Student Services Advisor and/or Field Faculty establish a Success Plan, the Plan is placed in writing and both the Student and the Advisor sign it. It is placed in the files of the Department of Field Education (in the case of a Field internship requirement) or in the Office of Student Services (in the case of a GPA or Student Conduct Code requirement).

### **C. Committee on Professionalism**

The School's Committee on Professionalism serves as Advisory to the Dean of the School of Social Welfare. The responsibility of the Committee on Professionalism is to engage in a discussion that helps to resolve the student's situation and work with the student to develop and execute a plan that will allow the student to meet the Conditions for Graduation. It is the responsibility of the student to meet the Conditions. The Committee on Professionalism also considers student grievances.

The Committee on Professionalism will be initiated, constituted, and convened by the Student and their Student Services advisor:

1. At the request of a Student;
2. When the Student has been unable to meet the Conditions for Grade Point Average after two or more semesters;
3. When the Student has been in more than one unsuccessful internship;
4. When the Student has received a failing grade in Field Education or a co-requisite Practice course;
5. When the Student has had a serious violation of the School's Conduct Code; or
6. When a student wishes to register a grievance.

The Committee on Professionalism is chaired by the Assistant Dean for Student Services. The Director of Field Education also serves as a standing member of the Committee. Beyond the Assistant Dean for Student Services and the Director of Field Education, the composition of the Committee is self-directed by the Student in collaboration with their Student Services Advisor and/or Field Faculty Advisor. The Student and the appropriate advisor(s) determine what other members of the School community will be helpful in the discussion. Members of the School community include student peers, faculty members, field liaisons, field instructors, and/or academic advisors. In most situations it is generally helpful to include the Student's Field Liaison and at least one concerned faculty member.

It is understood the Committee on Professionalization is an internal School and/or agency matter and not a legal proceeding. No participant shall be entitled to other advocates external to the School and/or legal representation.

Once it is agreed upon who constitutes the Committee, the Student, the Student's Advisor(s), and the Committee members will receive written notification of the Committee's date and time. The existing Success Plan is sent to all members of the constituted committee. The Student, their Advisor(s), and the Committee that has been constituted discuss how the Success Plan should be strengthened to help the student move forward. In the meeting there should be agreement on the revised Success Plan. Any consequences of not fulfilling the Conditions for Graduation should also be clearly stated.

Following the meeting, a summary of the meeting, detailing the revised Success Plan and the identified consequences, is prepared and sent to the Student, Student Services Advisor, and when relevant, the Field Faculty Advisor within 10 business days following the meeting. The Student

and Student Services Advisor must sign the Revised Success Plan. A copy of the summary and signed Success Plan is placed in the Office of Student Services files.

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

Whatever the outcome of the Committee on Professionalism, it is ultimately the responsibility of the student to meet the Conditions for Graduation. If a student fails to do so, they may not file for Graduation.

### **1. Conditions Under Which to Initiate, Constitute, and Hold a Committee on Professionalism Meeting**

In most cases, the Success Plan developed by the Student and the Student Services and/or Field Faculty will achieve the desired results and the Student will meet all Conditions for Graduation. In some instances, however, more is required to improve the Success Planning. In those cases, the Student and their Advisors are asked to initiate, constitute and hold a Committee on Professionalization. Those cases are described below:

#### **Review of Grade Point Average**

MSW students are required to graduate with a 3.0 GPA, for BSW 2.5 for University and 3.0 for HSC cumulative GPA. At the end of each semester, each student's grade point average is reviewed. Any student whose record indicates they are not meeting GPA requirements will meet with a Student Services Advisor to develop a Success Plan designed to improve the student's academic performance. The plan must be in writing, signed by both the student and the Advisor, and a copy sent to the SSW Office of Student Services file. If the grade point average does not reach a B (3.00) by the end of the following semester the advisor and the student may either adjust the Success Plan in situations where the GPA is close to being met, or initiate, constitute, and hold a Committee of Professionalism meeting for a broader discussion about the most effective strategies to assist the student in achieving the required grade point average for graduation. The student and the Student Services Advisor will review both the requirements and the student's plan and current standing every semester.

**Successful Completion of Field Internships.** Students are required to successfully complete the Field Internships associated with their program (i.e., 900 hours of field internships for the full and part time MSW programs, and one 450 hour field internship for Advanced Standing students). Students who are experiencing difficulty in a field internship should meet with their Field Liaison and Field Faculty Advisor to establish and execute a Success Plan that will remedy the situation. The Success Plan must be in writing, signed by both the student, the Liaison, and the Field Faculty Advisor, and a copy sent to the Department of Field Education file.

If after the next semester, the Student's situation is still not resolved, the Student and Field Faculty Advisor may ask for a Committee on Professionalization to be initiated, constituted, and held. The Committee will work with the Student and to augment the Success Plan. It is ultimately the responsibility of the student to complete the internship successfully.

Students who receive an F in field education (HWC 500, 501, 502, 503), or have more than one unsuccessful placement or are in danger of not meeting the Conditions for Graduation relevant to successful completion of Field Internships, the student and their Field Faculty Advisor must ask for a Committee on Professionalization to be initiated, constituted, and held. That Committee will have a self-directed conversation about how the situation can be best remedied, and to revise the Success Plan accordingly. The Committee will also identify the consequences of not meeting the Conditions for Graduation related to successful completion of Field Internships. Students who cannot complete after three unsuccessful placements cannot continue to matriculate.

**Successful Completion of Course Credits.** Students must complete all courses and course credits required for the MSW program within a 5-year timeframe. To maintain full-time status, students must register for at least 12 credits a semester. Part-time students must register for at least 6 credits each semester but may not exceed 9 credits in a semester. Attached below are Advisement Worksheets to help assist students through the trajectory of the program. If a student has any questions, they should contact their Student Services Advisor.

**Adherence to the Stony Brook University Student Conduct Code.** Violations of the Stony Brook University Student Conduct Code will be handled in accordance with the University's disciplinary procedures which can be found at (<http://studentaffairs.stonybrook.edu/ucs/conduct.shtml>).

**Adherence to the School of Social Welfare Student Conduct Code.** Students are required to adhere to the Stony Brook University School of Social Welfare Student Conduct Code, and it is ultimately their responsibility to do so. When a Student violates the School of Social Welfare Student Conduct Code, they must meet with a Student Services Advisor. Any member of school community who witnesses student violation must contact student services advisor. The Student and the Student Services Advisor develop and execute a Success Plan for ameliorating the situation. That plan must be put in writing, with copies to the Student, the Advisor, and kept on file by the Office of Student Services.

In the case of serious violations, the Student and the Student Services Advisor will ask to initiate, constitute, and hold Committee on Professionalization meeting to have a self-directed conversation about the violation and whether there is an appropriate plan to rectify it.

**Suspension.** In almost every case, self-directed advising and the development of Success Plans will resolve issues. If the Student Conduct Code rises to the level that it has put someone else (clients, peers, supervisors, faculty members, staff) at risk and there appears to be no appropriate plan to rectify the violation, the Committee may recommend to the Dean that the Student be suspended from the program.

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 courses or field education during the time of the suspension. The usual period of suspension is for one academic year but may be shortened or extended. Periods of suspension count towards the five-year period within which the degree requirements must be completed.

## **Termination**

It is the student's responsibility to meet the Conditions for Graduation. When a student is unable to meet the Conditions for Graduation, the student will 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.

## **XI. Student Services**

### **A. Class Schedule and School Community Time**

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

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

### **B. Graduation**

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

Every student planning to graduate must apply by the published deadlines for graduation, in the semester in which he/she expects to complete all graduation requirements. (Students must apply for graduation via the Solar System.) The deadline for application is usually the third week of the semester in which the student expects to graduate. Under no circumstances will students be eligible to receive the degree in a particular semester if the application has not been completed on time. Failure to file the form on time may prevent graduation in the semester desired.

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

Please see <https://www.stonybrook.edu/hsbulletin/records-registration/Awards-and-Honors.php> for information on Graduation Degrees of Distinction.



### **C. Post-Graduation Planning**

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

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

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

### **D. University and School Websites**

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

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

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

### **E. SOLAR**

The SOLAR System is the University's self-service system that gives faculty, staff, and students online access to manage personal information. Students use SOLAR to register for classes, print schedules, view and pay bills, update personal information, etc. More information about SOLAR can be found at <http://it.stonybrook.edu/services/solar>.

### **F. Student Contact Information**

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

## **G. Emergency Contact Information**

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

## **H. Email**

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

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

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

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

## **I. Blackboard**

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

## **J. Student Accessibility Support Center (SASC)**

The Student Accessibility Support Center 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 <https://www.stonybrook.edu/commcms/studentaffairs/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 people. A qualified 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 disability. The Student Accessibility Support Center provides support services for disabled students and issues temporary handicapped parking permits (limit 2 months) to all qualified students.<sup>2\*</sup> The Office of Special Assistant to the President for Equal Opportunity/Affirmative Action works in close cooperation with SASC 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 Student Accessibility Support Center to see if the student is registered with them, and if not, ask that they do so. Faculty may not ask to see the student’s medical records or the results of psychological testing of the student, but the SASC will verify that the student does indeed have the claimed disability and will advise faculty on reasonable accommodations.

Student Accessibility Support Center is located in Room 128 of the Educational Communications Center, (631) 632-6748.

### **K. Student and Alumni Organizations**

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

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

#### **Current Student Organizations within the School of Social Welfare:**

##### **Undergraduate Social Welfare Alliance (USWA)**

The Undergraduate Social Welfare Alliance (USWA) is a University-recognized student-led club that aims to enhance SBU students’ educational and co-curricular experience through activities

<sup>2\*</sup> Handicapped parking permits for periods longer than 2 months need to be obtained through the Town of the student’s residence.

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

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

### **Graduate Student Government (GSG)**

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

### **Phi Alpha Honor Society**

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

## **L. School of Social Welfare Organizations**

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

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

#### Officers

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

#### Purpose

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

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

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

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

#### ABSW Code of Ethics

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

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

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

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

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

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

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

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

LGBTQ people in the achievement of full equality and social justice in society, in the profession of social work and the School of Social Welfare.

Toward that end, we are committed to the following:

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

#### **M. University Student Organizations**

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

[http://studentaffairs.stonybrook.edu/sac/clubs\\_orgs/clubsandorganizations.shtml](http://studentaffairs.stonybrook.edu/sac/clubs_orgs/clubsandorganizations.shtml)

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

#### **N. Health Sciences Association**

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

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

#### **O. Alumni Association**

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

## **XII. Governance of the School of Social Welfare**

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

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

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

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

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

Finally, the by-laws allow students to attend Faculty Meetings by invitation with the intent to engage them in those meetings at least once each semester when the discussions are relevant.